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ABSTRACT

This plan describes the nature and the extent of the English as a second language (ESL) program in Adult Education in the San Francisco Community College District. The key portion of the Master Plan is the specific-levels component which divides the ESL program into eight distinct levels and gives the scope and limitations of each. At the end of each specific level description, and also in an appendix, books and materials appropriate for each level are listed. Approaches, methods and materials are suggested but are not meant to limit the teacher's creativity. A list of suggestions for student language proficiency evaluations is given, such as standardized tests, student self-diagnostic surveys, and criterion-referenced charts. The plan consists of the following chapters: (1) introduction; (2) multi-level ESL; (3) specific-level ESL; (4) ESL adult literacy; (5) course descriptions; (6) master textbook list; (7) dictionaries for students; (8) periodicals for students; (9) publishers; (10) language laboratories and software; (11) teacher's aids and audiovisual materials; (12) source books for teachers; (13) professional books for teachers; (14) books of cultural interest to teachers; and (15) ESL-related organizations and publications. (CFM)

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SAN FRANCISCO

COMMUNITY COLLEGE DISTRICT

ESL MASTER PLAN

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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JUNE 1976

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

ESL MASTER PLAN

JUNE 1976

PREFACE

This Master Plan is an extensive revision of the District ESL Master Plan Phase II (1970-71). The 1975-76 ESL District Committee, chaired by Ruth Cathcart, requested that a committee be formed to revise and up-date the Master Plan. Members of the Committee were:

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These committee members, as well as other District personnel listed on the acknowledgement pages, represent Community College Centers which have ESL programs (Alemany, Galileo, John Adams, Mission, Pacific Heights).

Full support and encouragement were given by Dr. Calvin Dellefield, President, Community College Centers, and Nancy Swadesh, Administrative Director, Instructional Services. William Tresnon, Director, Alemany Community College Center, arranged for assistance from the Alemany clerical staff.

A vocational ESL component to this Master Plan is published as a separate volume and gives additional methods and curriculum suggestions that may be helpful to district ESL teachers.

A subcommittee of the ESL District Committee will continually update this Master Plan and its appendices.

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THE EXTENT OF THE ESL PROGRAM IN THE SAN FRANCISCO COMMUNITY COLLEGE DISTRICT CENTERS

Six Community College Centers offer more than 300 classes in English as a Second Language (ESL) in specific and multi-level classes throughout San Francisco. These classes are taught by part-time and full-time teachers in special and open enrollment programs. For example, during the Fall semester of 1975:

> 210 teachers taught 303 classes of ESL for 10,498 hours of scheduled instruction per month.
>
> The District served a total of 10,856 students (unduplicated count).
>
> One-third of the Average Daily Attendance (ADA) generated in the District during the Fall semester was produced by ESL attendance.

To meet the diversified needs of the adult learner, students may enroll in day and/or evening classes from one to eight hours daily between 8:30 a.m. and 10:00 p.m. Students may enter at any one of the eight levels (ESL 50 to ESL Advanced) or in multi-level classes in the neighborhood satellite locations. Some students attend for a few months while others progress through the entire sequence of classes.

WHAT IS THE MASTER PLAN? HOW IS IT TO BE USED?

The ESL District Master Plan describes the nature and extent of the ESL program in Adult Education in the San Francisco Community College District. The key portion of the Master Plan is the specific levels component. It divides the ESL program into eight distinct levels, giving the scope and limitations of each level. Skills and structures are limited in each level to those to be mastered by students at that level. Teachers and courses at higher levels depend upon the courses at lower levels to build the foundation for further ability in the English language. The course content and course objectives of each level must be followed fairly faithfully if students are to benefit from the ESL program as a whole.

It is virtually impossible for one teacher teaching one course to present everything listed under course objectives and course content for a given level. Almost all students attending Community College Center ESL programs that have specific levels attend more than one class. Teachers of the same level at a particular Center should coordinate the material of that level, so that the most important items are reinforced by being introduced into different classes at different times and in different ways. A teacher's course outline should reflect the course objectives and content of the Master Plan, but it cannot cover all of them.

At the end of each specific level description, and also in an appendix of the Master Plan, there is a list of books and materials appropriate for each level. If a text presents a structure or content area not listed in the Master Plan, and the teacher feels it is appropriate and useful for the students, that structure or content area should be taught. In the same way, any other material which the teacher feels is needed by the students should be presented if it is consistent with the student's language ability to learn it.

A factor to consider when using the Master Plan as a guide to planning a specific class is the effect of "open enrollment" on the presentation of material. The adjusted English Placement Test (EPT) scores for the beginning, middle and end of the semester allow students, at any time, to be placed at the level where they can learn the most.

Because many students do not start the ESL program at ESL 50 or ESL 100, nor at the beginning of the semester, the teacher cannot assume that they have the same background in English. The Master Plan suggests review items for each level, but it is up to the teacher to select other review items not anticipated by the Master Plan. Some of these gaps may necessitate a presentation to an entire class; others, to a small group of students or only one student.

Although the Master Plan is very specific about course objectives and content, it is not specific as to methods by which these objectives, vocabulary items and structures are to be presented. By their very nature the specific objectives may suggest a particular method of presentation; it is hoped that they will stimulate ideas for presentation. A variety of methods and techniques is needed to present course objectives and course content effectively. Suggested approaches, methods and materials in each specific level section are just that, and are not meant to limit in any way the creativity of the teacher.

APPROACH AND METHODS

In a general discussion of approaches and methods in ESL, it is always necessary to keep in mind the nature and goals of the students -- Why are they studying English? What do they already know? What do they want to learn? What do they need to learn? Do they need English for a job or further education as well as survival? All course objectives and all course content in this Master Plan are directed toward these questions. Selection of methods and materials for use in the classroom must not lose sight of them.

Some general methods or approaches to the teaching of ESL include the familiar "audiolingual method," the "oral/aural approach," the "direct method," methods directed toward a "communicative competence," and the "bilingual approach." The audiolingual method has come into some disfavor because of its reliance on pattern practice and memorization which bypasses the communication aspect of language. The bilingual approach can cause difficulty in a class with a multilingual student enrollment, where the special assistance to the students who share a mutual language with the teacher may be interpreted and resented by the other students as favoritism. On the other hand, bilingual teachers may make explanations in content areas or structure easier. Many teachers prefer multilingual classes because they afford more opportunities for student practice in English, since it must be the common means of communication within the class.

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COMMUNICATIVE COMPETENCE

A basic concept to be kept in mind is that the result of effective classroom activity is increased communicative competence. Communicative competence includes paralinguistics (gestures, postures, voice modulation, etc.), register (formal/informal/slang; subordinate/peer/superior; male/female; child/adult, etc.) and cultural considerations as well as linguistics. Approaches and methods should therefore aim at developing several aspects of English language and culture simultaneously rather than developing each item listed in this Master Plan discretely. Improved communicative competence is a greater motivator for student achievement and subsequent satisfaction than mastery of a single grammatical point or linguistic or cognitive skill.

English as a tool to success in an alien culture and as a means of effective communication requires that there be significance in what the students are asked to say, hear, write, read or do. Textbooks, teacher-made materials, films, and class visitors should give the students opportunities to communicate in realistic situations. Since the students are adults, materials and activities must be consistent with adult interests, needs and self-esteem. In lower level courses, dialogues, reading materials, listening and writing activities should use subject matter that increases students' awareness of their environment and how to survive in it as well as practice in pronunciation and formation of correct English grammatical structure. For upper level courses, students are introduced to additional aspects of society in the United States.

LIMITING CONTEXT AND LANGUAGE

While the ESL teacher should try to bring several linguistic and cognitive skills together in classroom activities, the teacher must also take care to limit the structures and content of presentations to avoid "overloading" the student, and thereby preventing learning from taking place. Good textbooks can be helpful to the teacher in keeping the structures and content areas within the linguistic ability of the students at any particular level. For example, the kinds of performance objectives lower level students could be expected to meet in

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using a telephone, speaking with a classroom visitor or visiting a library are far different from those of upper level students.

SOME METHODS TO DEVELOP LANGUAGE SKILLS

The development of listening skills includes the use of taped dialogues, anecdotes, and lectures. Dictation is a traditional exercise that combines listening and writing skills. Aural cloze procedures and "memory dictations" also develop listening skills. Group projects and interviews of classroom visitors, by their very nature, place strong demands on aural comprehension. Using the telephone to gain information from recorded messages or from "live" people develops survival skills as well as ability to understand spoken English.

Besides conventional "listen and repeat" pronunciation drills, memorized dialogues and oral reading, ability in speaking can be developed in meaningful contexts through group projects, tasks that require communication with native speakers outside of class, spontaneous and planned speeches to the class, use of the teletrainer, and student interviews of classmates and class visitors. Games, especially word games, also give opportunities for extensive practice in speaking and vocabulary development if students are interested in such activities.

Reading skills are developed primarily through silent reading activities, often with the traditional comprehension questions of implicit as well as explicit information. Even in lower level classes, bypassing the sound component of the language is possible -- although oral reading can test word recognition as well as provide a means for pronunciation practice. Reading activities involved with gleaning specific information from advertising copy, want ads or prose are very useful for students and can begin with classes of very limited English ability. For upper levels, scanning and skimming techniques can be developed from any reading selection and are useful for students who are not academically inclined as well as those who are planning to enter college. Timed reading or reading under time limitations can also be helpful in increasing reading speed and comprehension.

The ability to write and spell correctly in English is very important. Business letters, compositions and resumes are important concerns of upper level students, but lower level students need to know how to fill out applications, write brief autobiographical sketches or responses to questions and take down information from the telephone or teacher. Teachers must take the time to correct student writing, and students must study these corrections. Group writing projects and student writing on dittos for classroom distribution are ways of encouraging students to be more conscious of points of grammar and the mechanics of writing.

The Special Skills, Vocabulary and Structure sections of this Master Plan can be covered in conjunction with the above suggested approaches and methods. Although grammar presentations are useful and necessary in the classroom, it is through their utilization in communicative activities that they are incorporated into the students' overall ability in English. Creative teaching, sensitive to the vocational, emotional and survival needs of the students, but also sensitive to the linguistic and contextual constraints needed to avoid overwhelming them are the real keys to effective second language teaching.

The District ESL Committee provides inservice workshops to give teachers the opportunity for learning about new developments in linguistic theory, teaching approaches and practical ideas, techniques and methods for use in the classroom.

TESTING AND EVALUATION

Many methods are available to assess students' language growth, to check whether lessons and course objectives are realistically met and to evaluate ESL programs. Short time-saving tests are helpful in placing students into classes or in deciding what materials are suitable for them. The short standardized test can also show gross gains of students over a period of time. A test score, however, is only an estimate of a student's real abilities. Care must be taken in interpreting a test score to a student and presenting the score in relation to the student's personal goals.

Important decisions about a student's language proficiency should be made from a composite of several test scores in addition to the student's own evaluation of his/her language proficiency. Extremely important in this component are the teachers' cumulative evaluations of performance as well as reports from other sources that indicate a student's ability to handle real-life communication situations.

At most large centers, students are interviewed and given placement tests before being assigned to classes. At outside locations, the task of finding the students' proficiency level and appropriate materials falls entirely on the teacher or teachers at the site. Because District ESL programs have open enrollment, teachers are constantly testing, even if informally. Formal testing and evaluations may be given a low priority when time is limited and when administrative assistance is not available.

A number of techniques exist that allow a teacher to teach, review, and test all at the same time. Students need and want evaluations and tests to show progress. Teachers need to know if lesson and course objectives have been accomplished. The following are some suggestions for student language proficiency evaluations:

1. Standardized Tests: Standardized tests given at a minimum of three month intervals can show when general language growth has occurred. If the same form of a test is given too frequently, students' abilities to learn the test rather than their language growth are reflected. Tests are selected in the students' proficiency range and are different from those used for placement purposes.

2. Student Self-Diagnostic Surveys: These are lists of questions students answer about their own language abilities. For beginning students, questions are translated into students' native languages. The questions can also include the students' language and educational goals. Given when students enter a course of instruction and again when the course is completed, the student self-diagnostic survey usually reflects language growth and can

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also show where students feel more work is needed.

3. Criterion Referenced Charts: These can be kept individually or for class groups. They consist of pages or cards that can be kept in a binder or file and later transferred to a student folder. Tasks or language skills are listed on one grid and the date the student demonstrated proficiency in accomplishing the objective is listed on the other grid.

4. Pre-test and Post-test Tape Cassettes: Students are given blank cassettes on which they record various tasks alone or with other students. Given the same or similar tasks at periods throughout the course, students can demonstrate growth in oral production and conversational skills.

5. Student Progress Charts: If certain exercises are given over a period of time and scored in exactly the same way (percentage, words per minute, time) they can be recorded on grids to show progress and increase student motivation.

6. Cumulative Folders: Folders can be kept for each student with the self-diagnostic survey, the criterion referenced charts, the tape cassette, and the record of test scores. Other notes, tests, records, or papers showing students' progress may be added.

7. Text Tests: A few books contain review tests. Given at the beginning of the course or unit, these can serve as excellent diagnostic devices when one adds the lesson number to the test item number. Errors will indicate in which lessons students need the most or the least work.

8. Cloze Procedure Tests: Cloze tests can measure general mastery of grammar, vocabulary, usage, and cultural nuances. They can also be used to test the "readability" of a selection. If students score below 50%, this selection would probably present too much difficulty to be useful. Every fifth, sixth,

seventh, eighth, or ninth word in a prose passage is deleted and students write a word that seems to be semantically logical and grammatically correct in each blank. Correct answers can be those that are the actual deleted words and/or any that are appropriate. An easier test would have the first and last sentences intact and greater intervals between words deleted. A variation on the cloze procedure is the aural (dictated) cloze, in which the teacher reads the passage at a normal speaking rate and the students fill in the blanks.

EQUIVALENCY SCORES OF STUDENTS IN ADULT PROGRAM ESL*

IN LEVEL	ON ADULT ESL TESTS			ON COLLEGE FOREIGN STUDENT TESTS						ON NATIVE SPEAKER TEST
	IOI[6] (50 item) (raw scores)	STEL[1] (raw scores)	EPT[5,8] (raw scores)	TOEFL[12]	MTELP[13] (equated scores)	ELI[11] Aural	Str.	CELT[2,3] (percent scores)		RFU[15] (grades)
	Beg. 1 & 2 A/B/C/D									
100	0-24	0-19	0-19	Below 350 (nil)						
200	25-39	20-29	20-29							
	Int. 1 & 2 A/B									
300	40-59	0-19	30-39	Below 425 (Elem.)						2.9
400	60-74	20-29	G/H 0-19					40		3.5
	Adv. 1 & 2									
500	75-100	0-19	20-29	Below 500 (Inter.)				46	41	
600		20-40	30-50		54	59	54	64	51	7.0
End 600					64	67	76	66	67	
End Col. Prep					73	76	82			

*Median is used to show central tendencies when ranges of scores are not given and are for the beginning level unless otherwise stated. Table is from Ilyin Oral Interview (6).

See Footnotes on next page.

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SAMPLE LIST OF ESL TESTS MOST FREQUENTLY USED. ANNOTATED BIBLIOGRAPHY FOLLOWS. EQUIVALENCY TABLE SHOWS PLACEMENT AND COMPARISONS OF TESTS.

ESL TESTS	100	200	300	400	500	600	College Placement	non-reader	paper/ pencil	listening	listening & speaking	group	individual
1. STEL	X	X	X	X	X	X			X			X	
2. CELT - Listening					X	X	X		X	X		X	
3. CELT - Structure					X	X	X		X			X	
4. CELT - Vocabulary						X	X		X			X	
5. EPT - A, B, C, and D	X	X	X						X			X	
6. IOI	X	X	X	X	X			X			X		X
7. MIOI	X	X	X	X	X				X	X		X	
8. EPT - G and H				X	X	X			X			X	
9. LADO - Aural Comp.			X	X	X	X	X					X	
10. LBCCT			X	X	X	X			X	X		X	
13. MTELP						X	X		X			X	
NATIVE SPEAKER TESTS													
14. TABE E, M, and D				X	X	X			X			X	
15. RFU			X	X	X	X			X			X	

Three recent test reports and test bibliographies are:

1. Escobar, Joanna Sculley and John Daugherty - 1976. A Teacher's Planning Handbook for Developing the ESL/ABE Instructional Program. Illinois ESL/ ABE Service Center, 500 S. Dwyer Avenue, Arlington Heights, Illinois 60005.

2. Focus on: testing. BESL Reporter Vol. 1, No. 2, September 1975. Bilingual/ English as a Second Language Center, 100 Franklin Street, New Holland, Pennsylvania.

3. Robson, Barbara and Sutherland, Kenton - 1975. Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese. Arlington, Virginia Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

ANNOTATED BIBLIOGRAPHY OF TESTS

1. Best, Jeanette and Donna Ilyin. STRUCTURE TESTS - ENGLISH LANGUAGE (STEL). Rowley, Massachusetts: Newbury House Pub., 1976.

    May serve as an achievement test or a placement test. 50 multiple choice items. 30 minute test. Beginning forms 1 and 2 used to place students into levels 100 and 200. Intermediate forms 1 and 2 used to place students into levels 300 and 400. Advanced forms 1 and 2 used to place into levels 500 and 600. Standardized on adult program students. Reliability and norms available.

2. Harris, David P. and Leslie A. Palmer. COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE (CELT). Listening. New York: McGraw Hill, 1970.

    Measures advanced students' comprehension of short statements, questions, and dialogues recorded by U.S. speakers. Two sections: answering questions, understanding statements. 40 minutes. 50 multiple choice items. Reliability and norms available.

3. Harris, David P and Leslie A. Palmer. A COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE (CELT). Structure. New York: McGraw Hill, 1970.

    Tests advanced students' ability to manipulate grammatical structure in spoken English, 45 minutes. 75 multiple choice items. Reliability and norms available.

4. Harris, David P. and Leslie A. Palmer. A COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE (CELT). Vocabulary. New York: McGraw Hill, 1970.

    Tests advanced students' knowledge of lexical items occurring in advanced English readings. 35 minutes.

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75 multiple choice items. In two parts: completion of sentences, selection of one-word equivalent to a phrase. Reliability and norms available.

5. Ilyin, Donna. ENGLISH-SECOND LANGUAGE PLACEMENT TEST. EPT 100-200-300. Forms A & B, C & D. San Francisco: San Francisco Community College District, Alemany Adult School, 1971.

May serve as either an achievement or a placement test. 50 multiple choice items on English structure, 30 minute test. Used to place students in lower levels of ESL: beginning--low and high; intermediate--low and high. Standardized on adult students. Reliability and norms available.

6. Ilyin, Donna. ILYIN ORAL INTERVIEW TEST (IOI). Rowley, Mass: Newbury, 1972. Revised first edition, April, 1976.

An individually administered test of oral production and comprehension only. Appropriate for beginning to advanced adults. Takes from 5-30 minutes since test ends at frustration level. Distinguishes those students who can ask and answer questions with the correct content but who use incorrect structure. Short form scoring or a more analytic form permitted by taped transcription of answers. Provided: reliability and norm.

7. Ilyin, Donna. MASS LISTENING ADAPTATION OF ORAL INTERVIEW TEST (MIOI). Rowley, Mass: Newbury. (forthcoming)

Paper describing method is available from Judy Winn Bell Olsen. Alemany Community College Center, 750 Eddy St., San Francisco, CA 94109. Reliability and norms available.

8. Ilyin, Donna, Jeanette Best and Virginia Biagi. ENGLISH-SECOND LANGUAGE PLACEMENT TEST. EPT 400-500-600. Forms G & H. San Francisco; San Francisco Community College District, Alemany Adult School, 1971.

May serve as either an achievement or a placement test. 50 multiple choice items on English structure. 30 minute test to place students in higher ESL levels: intermediate-high; advanced-low and high. Standardized on adult students. Reliability and norms available.

9. Lado, Robert. TEST OF AURAL COMPREHENSION, Forms A, B, and C. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1957.

A proficiency test to place students in college classes. May be group administered; examiner reads aloud and students select appropriate pictures. 40 minutes. 60 multiple choice items. Can be scored in 30 seconds. Proficiency and progress norms available.

10. Mills, Don. ESL TEST (LBCCT). Long Beach, California: Long Beach Community College District.

100 multiple choice items: 1-20: student listens to sentence and then selects correct answer; 21-100: student selects the grammatically correct response.

11. Pillsbury, Paul W., Randolph Thrasher and John Upshur. ELI ENGLISH ACHIEVEMENT SERIES, Ann Arbor, Michigan: English Language Institute, University of Michigan, 1963.

A series of nine exams covering aural comprehension, grammar, and vocabulary in context to determine the achievement of English as a foreign language students who have been using the Lado Fries texts: ENGLISH SENTENCE PATTERNS, ENGLISH PATTERN PRACTICE, LESSONS IN VOCABULARY. Each test has 50 multiple choice items with 30 minutes maximum for each exam.

12. TOEFL: Test of English as a Foreign Language (Princeton: College Entrance Examination Board and Educational Testing Service).

    Tests of qualifications for college entrance. Can be taken only at special locations.

13. Upshur, John et al. MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY (MTELP). Forms A, B, and C. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1962.

    Predicts academic success of non-native speakers of English who are entering an American university. 75 minutes to administer. Multiple choice items: 40- grammar, 40- vocabulary, 20- reading questions.

NATIVE SPEAKER TESTS

14. TEST OF ADULT BASIC EDUCATION (TABE). Forms E, M, and D. Monterey, California: McGraw Hill, 1967.

15. Thurstone, Thelma Gwin. READING FOR UNDERSTANDING PLACEMENT TEST (RFU). Chicago, Illinois: Science Research Associates, 1969.

INTRODUCTION

The San Francisco Community College District ESL classes are divided into two types, specific level and multi-level. Multi-level classes combine two or more specific levels. Multi-level classes differ from specific level classes in that the abilities of all students within a single class can differ tremendously. While specific level classes are labeled 50, 100, 200, 300, 400, 500, 600, and ESL Advanced, multi-level classes are usually labeled Beginning, Intermediate or Advanced.

As an example, an ESL 50 class has students with no prior English study and with little or no knowledge of the Roman alphabet, while a beginning level class may have students whose abilities range from ESL 50 to high ESL 200. The multi-level class, therefore, poses special problems and for that reason, it is given a special section in the Master Plan.

The multi-level courses, as they now stand, may become more similar to specific level courses in the future as better screening and more specific level courses become available throughout the city. The following section describes only the courses as they are offered at present.

DESCRIPTION

Multi-level classes are usually found in neighborhoods with high immigrant populations. Only one class may be formed in such an area, even though the students to be served cover a wide range of English abilities. The locations for these classes, outside the Community College Centers, may be in churches, community centers or schools. In some cases, a teacher or a small group of teachers is in a building without the direct assistance of administrators or the availability of class counseling and pre-class testing. Standard classroom equipment, additional texts, ditto machines, audio-visual equipment, tape and recording equipment or language laboratories may not be available.

Many of the multi-level classes are held at night in order to meet the needs of working adult students; however, some multi-level classes are daytime classes. Since many multi-level classes are night classes, the majority of these students hold daytime jobs. The students of specific level classes are often persons preparing to attend schools of higher learning; multi-level students often are seeking to improve language skills for vocational, cultural or even survival reasons.

Although some students in multi-level classes may be illiterate or have only a few years of schooling in their home countries, some have highly developed skills in their native language and have the equivalent of university educations. A multi-level class not only has persons of varied English skills, but also persons of varied ages and educational and economic backgrounds.

Teachers of multi-level classes must be flexible and adaptable. Often it will be necessary to re-evaluate class objectives after meeting the class for the first time. Class population may vary drastically from week to week and even day to day. Teachers should not be upset by this perpetual flux in the classroom. Although this type of class can be frustrating, teachers will find it to be a great test of their resourcefulness, ingenuity and independence.

COURSE CONTENT

The suggested course content for multi-level classes follows the specific levels as specified in the Master Plan. Teachers teaching multi-level classes should refer to the specific levels until such time that the ESL Committee can make a study of multi-level classes in the District. Although some classes include a wider range of levels, the following is usually the current format:

Beginning:	refer to specific levels 50, 100, and 200
Intermediate:	refer to specific levels 300 and 400
Advanced:	refer to specific levels 500, 600 and Advanced

METHODS

Methods for teaching a multi-level class need not differ from those used in specific level classes. The students who come to a multi-level class may have abilities which are very similar, making it seem like a specific level class. Likewise, a specific level class often has a wide variety in its students' English abilities. Therefore, some of the techniques the multi-level teacher uses may be the same as those of the specific level teacher.

Teachers with classes in which there is a wide range of abilities may find one or a combination of the following teaching techniques useful:

> *Peer Teaching*: Students of higher abilities can drill, clarify, or even teach students of lower abilities. While this method is effective in many classes, it is critical that the teacher be sensitive to the students' willingness to work together.
>
> *Small Group Teaching*: The teacher divides the class into pairs or small groups which vary in ability. It may be that a more advanced student works with a less advanced student, in which case the advanced student is given a more difficult task to do.
>
> *Divided-Class Teaching*: A class of varied abilities may be divided into two (high/low) or three (high/middle/low) sections. The teacher works with one group at a time, while the other groups work independently. There are some teachers who actually plan for as many as three separate classes within one class. This technique calls for the teacher's awareness of the students' acceptance of not having the teacher's attention at all times. Thus, this can be an especially good technique if a teacher has an assistant who can share leadership responsibilities.
>
> *Teaching Assistants*: Sometimes volunteers or student teachers become available to the teacher. Teachers who are comfortable with such assistants can use them in several ways. The assistant can work with one group on a project while a teacher works with another group on the same or a different project. It may sometimes be desirable to assign the assistant to one particular student who has an especially time-consuming problem. To take best advantage of the assistant, the teacher should give the person specific instructions and tasks.

Note that while it is indeed advisable to try to reach each of the levels in a multi-level class, teachers should be aware that a "three-ring circus" atmosphere in the class may be very confusing to students. In fact, a group feeling may be a more important end to achieve than complete efficiency in dividing the class by levels. So teachers may want to keep the class together. They can tailor questions, giving easy questions to the beginners and harder questions to the more advanced students.

MATERIALS

ESL materials available to multi-level teachers are the same as those for specific level teachers. Thus, the materials used by multi-level teachers will probably be the same as those used by specific level teachers. The differences will probably occur in how the materials are used.

> Texts: Teachers who have students who cluster around several consecutive specific levels may consult the book appendix for texts which have been marked as containing material for more than one specific level. Teachers with a wider range of levels may consider the books listed at the end of this section, which have been selected for their adaptability to one or more of these teaching techniques: individual work, peer teaching, small group teaching, and divided-class teaching.
>
> Films, Filmstrips, Slides: Films, filmstrips, and slides can be successfully used because each student, regardless of level, can make some response or question to the visual stimulus. Films may be more beneficial for advanced classes since films move through more experiences more rapidly than filmstrips and slides. The latter, which can be more controlled by the teacher, may be of more benefit to beginning classes.
>
> Tapes, Recordings: Tapes can be used in a multi-level class to assist teachers in working with more than one group. Also, since language labs are not usually available to multi-level teachers, tapes can be used for recording the students or for listening comprehension.

Games: Games which emphasize verbal skills can be particularly good for multi-level classes. They can be bought commercially or teacher-developed. The same game can be played using different rules for different levels of student ability. Games with varying demands on English can be given to groups of students with varying abilities.

Songs: Songs are a good group activity. Structure, vocabulary (including slang), and acculturation are some of the learning experiences associated with using songs in the classroom.

Other: Newspapers, maps, photos, magazine pictures, charts, flash cards, and realia are some of the indispensable aids used when working with a class of varying levels and experiences.

EVALUATION

Teachers evaluate the students' performance and the course on both subjective and objective information obtained from students' oral work as well as written work. Tests are useful for diagnosis and for course and curriculum evaluation.

See the section on testing and evaluation in the introduction for additional information.

ALTERNATES IN BUILDING ENGLISH SENTENCES, Hall (Regents: 1969).

AMERICAN ENGLISH GRAMMATICAL STRUCTURE, BOOKS 1-4, Nadler (ALI-NYU: 1971).
teacher's manual, laboratory book, reader, composition book, pronunciation book

AMERICAN ENGLISH READINGS, Scaun, et al. (ALI-NYU: 1971).

BUILDING ENGLISH SENTENCES SERIES, Hall (Regents: 1969-73).

CONSTRUCTING DIALOGUES, Rand (Holt, Rinehart & Winston: 1969).

CONVERSATIONAL ENGLISH, Brown and Sanbury (Xerox: 1969).

CONVERSATIONS IN ENGLISH: POINTS OF DEPARTURE, Dobson and Sedwich (American: 1975).

DEVELOPING FLUENCY IN ENGLISH, Crymes, James, Smith and Taylor (Prentice-Hall: 1974).

ENGLISH CONVERSATION PRACTICES, Phinney, Hok, Mankewitz and Nilsen (University of Michigan Press: 1968).

ENGLISH IN ACTION, Dixson (Regents: 1960).

*ENGLISH FOR TODAY, 2nd Ed., NCTE (McGraw Hill: 1975).
teacher's manual, workbook, tests, cue cards, listening comprehension kits

*ENGLISH SELF-TAUGHT, BOOKS 1-12, Hall (Regents: 1974).

ENGLISH YOUR NEW LANGUAGE, BOOKS 1-2, Bernardo and Pantell (Burdett: 1967).

GUIDED WRITING AND FREE WRITING, Robinson (Harper & Row: 1967).

IDIOMS IN ACTION: A KEY TO FLUENCY IN ENGLISH, Reeve (Newbury: 1975).

*tapes available

IMPROVING AURAL COMPREHENSION, Morley (University of Michigan Press: 1972).
teacher's book, student's book

INTERNATIONAL FOLK TALES, BOOKS 1-2, Binner (Crowell: 1970).

*LADO ENGLISH SERIES, BOOKS 1-4, Lado (Regents: 1970).

LET'S LEARN ENGLISH, BOOKS 1-4, Wright, Barrett and Katranides (American: 1971).

LET'S SPEAK ENGLISH, BOOKS 1-2, Martin (French and Associates: 1970).

MAKING GOVERNMENT WORK FOR YOU, Hall (Regents: 1970).

MASTERING AMERICAN ENGLISH, Taylor (McGraw-Hill: 1956).

MODERN ENGLISH: EXERCISES FOR NON-NATIVE SPEAKERS, Parts 1 and 2, Frank (Prentice-Hall: 1975).

NO HOT WATER TONIGHT, Bodman and Lanzano (Collier-Macmillan: 1975).

ON SPEAKING TERMS, Harris and Hube (Collier-Macmillan: 1975).

*ORIENTATION IN AMERICAN ENGLISH, READERS AND TAPE BOOKS, BOOKS 1-6, Hall (IML: 1972).

PRACTICE, PLAN AND WRITE, BOOKS 1-3, Matthews and Tura (Litton: 1973).

READING IMPROVEMENT EXERCISES FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Harris (Prentice-Hall: 1966).

READING TODAY'S ENGLISH: BOOK 1, Pierce and Humbarger (Steck-Vaughn: 1975).

REGENT'S ENGLISH WORKBOOK, BOOKS 1-4, Dixson (Regents: 1969).

*tapes available

REVIEW EXERCISES FOR ENGLISH AS A FOREIGN LANGUAGE, Allen and Allen (McGraw-Hill: 1961).

SELECTIONS FOR DEVELOPING ENGLISH LANGUAGE SKILLS, (Rev.), Finocchiaro and Lavenda (Regents: 1973).

STRUCTURE GRADED READING ENGLISH, BOOK 4, Costinett (Gemini: 1970).

TEN STEPS, Brookes and Withrow (LINC: 1974).

TWENTIETH CENTURY AMERICAN SHORT STORIES, McConochie (Ed.) (ELS: 1975).

26 STEPS, Brookes and Withrow (LINC: 1974).

WRITING AS A THINKING PROCESS, Lawrence (University of Michigan Press: 1972).

SPECIFIC LEVEL ESL

ESL 50 -- ESL ADVANCED

INTRODUCTION

ESL 50 is specifically designed for the absolute beginner. Because the Community College Centers have an open enrollment policy, beginning students might enroll in a class even after other students have begun. Since beginning students have no foundation upon which to build the language, it is necessary to have a class where the focus is on these incoming students. There the fundamentals of language learning can be taught so that students can move into other classes comfortably. ESL 50 has the unique goal of advancing students to the next level as soon as possible, unlike every other level, in which the majority of students remain in the class for the entire semester.

PREREQUISITES

The prerequisite for ESL 50 is the inability to take the EPT A/B, C/D (100-200-300) or the following EPT A/B C/D scores:

Beginning of semester: 0-10, Middle: 0-15, End: 0-19

If the student has verbal ability up to ESL 200, but is completely illiterate in English, and there is no specific literacy class to accomodate the student, the student is placed in ESL 50 until he/she can function successfully in reading and writing.

OBJECTIVES

The function of ESL 50 is to accommodate the absolute beginner and to move students as rapidly as possible into ESL 100. If students express confidence in their ability to go to ESL 100, they should be allowed to do so when they feel the pace of ESL 50 is too slow for them.

Specific

I. Listening

Students will be able to:

A. Respond to simple classroom directions

B. Respond to teacher's questions

II. Oral Production

Students will be able to:

A. Give short answers to yes/no and information questions

B. Ask simple questions

C. Repeat sounds, words and sentences after a model

D. Relate sounds to phonological spelling in English

E. Answer information questions with complete sentences

III. Reading

Students will be able to:

A. Read everything that they produce orally

B. Read as a reinforcement to information introduced orally

C. Read silently for comprehension

D. Relate phonological spelling in English to sounds

IV. Writing

Students will be able to:

A. Form correctly all the letters of the alphabet -- capital and lower case

B. Write arabic numerals

C. Start each sentence with a capital letter and end it with a period or question mark

D. Use commas and apostrophes where appropriate in the structures presented

V. Special Skills

Students will be able to:

A. Tell time

B. Read a calendar

C. Count money

D. Ask about and read prices for food, clothing and other necessities

E. Use standard polite expressions, including greetings and leave takings

F. Identify major holidays celebrated in the United States

G. Use public transportation in San Francisco

APPROACH--METHODS AND MATERIALS

The unique approach of Level 50 is the deliberate reintroduction of the same structure and vocabulary. This constant reemphasis of structure and vocabulary is stressed to a far greater extent than at any other level.

Because much of language learning is acquired through listening comprehension, the development of this skill is the critical task of the teacher at this level Visual materials are a primary teaching tool and it is necessary for teachers to select and create materials relevant to the interests, capabilities and needs of the particular class. Therefore, in addition to textbooks and dittoed material, clocks, calendars, flashcards, pictures, maps and realia are essential.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

I. Introduction

   A. Name - first and last

   B. Address - including zip code

   C. Telephone number (area code)

   D. Country and city of origin - including use of map

   E. Native language

II. Alphabet

   A. Names of the letters

   B. Sounds of the letters with particular stress on the sound of the letter in the initial position

   C. Some introduction of variant sounds for vowel letters in English

III. Contextual Vocabulary

   A. Names of numbers

   B. Days of the week

   C. Months of the year

- D. Parts of the body
- E. Food
- F. Clothes
- G. Colors
- H. Telling time
- I. Seasons
- J. Furniture
- K. Rooms in a house
- L. Places (home, school, park, downtown, etc.)
- M. Adjectives (tall, short, fat, thin, etc.)
- N. Meals
- O. Names of family members
- P. Holidays and celebrations

IV. Structure

- A. Sentence types
  - 1. Simple statement
    - a. With "be"

      e.g., It is a pen.
    - b. With action verbs

      e.g., He speaks Chinese.
  - 2. Simple questions
    - a. With "be"

      e.g., Is it a pen?

b. With action verbs

e.g., Does he speak English?

3. Long and short answers, affirmative and negative, with "be"

e.g., Yes, it is a pen. No, it isn't a pen.

Yes, it is. No, it isn't.

4. Short responses, affirmative and negative, with action verbs

e.g., Yes, he does. No, he doesn't.

5. Simple requests, including specific classroom instructions

e.g., Open your books.

6. Some compound sentences (with, and, but, or)

e.g., I was absent yesterday, but I'm here today.

B. Verbs

The verb "be" and a limited number of action verbs in the following:

1. Simple present tense

e.g., The pen is on the table.

2. Present continuous form

e.g., He is talking.

3. Simple past tense

e.g., She closed the door.

4. Future tense -- "going to" form only

e.g., I'm going to close the door.

5. Present continuous as future

   e.g., What are you doing tonight? I'm going downtown.

6. Subject-verb agreement

7. Contracted forms of "be" and "not"

C. Nouns

   1. Singular/plural

   2. Possessives

   3. Countable/uncountable

D. Pronouns

   1. Masculine/feminine (he/she)

   2. Singular/plural (I, you, he, she, it / we, you, they)

   3. Subject (I, you, he, she, it, we, they)

   4. Object (me, him, her, it, you, us, them)

   5. Demonstrative (this, that, these, those)

E. Adjectives

   1. Word order of an adjective and noun

      e.g., It's a red dress.

   2. Articles (a/an, the, Ø)

   3. Basic descriptive adjectives of size, color, quality, quantity

4. Possessive (my, your, his, her, its, our, their)

F. Adverbs

1. Word order

e.g., He studies well.

Yesterday he went to school.

He went to school yesterday.

2. Manner (fast, slowly, well)

3. Frequency (sometimes, always, never, usually)

4. Time (now, then, yesterday, today, tomorrow, last month, next week, etc.)

5. Place (here, there)

G. Prepositions

Prepositions in context in phrases of time and place (to, in, on, at, under, after, before)

H. Conjunctions

Conjunctions connecting words (and, or, but)

EVALUATION

The focus of this class is the true beginning student. When the student has mastered the material presented and the teacher and the student agree that the student is ready to move to ESL 100, the student is given the EPT. Possible test scores might be:

10-15 during the first nine weeks.

15-20 during the second half of the semester.

Consultation by teachers of the same student is an essential means of evaluation.

See the section on testing and evaluation in the introduction for additional information.

Multi-Purpose Texts

ENGLISH AS A SECOND LANGUAGE, A NEW APPROACH FOR THE 21st CENTURY, VOLUME I, Iwataki, et al. (Modulearn: 1975).
teacher's guides, student's book, transparencies, flashcards, Chinese supplement

*ENGLISH 900, BOOK I, ELS (Collier-Macmillan: 1964).

ENGLISH STEP BY STEP WITH PICTURES, Boggs and Dixson (Regents: 1956).
posters

EVERYDAY ENGLISH, VOLUME I, San Francisco Asian Newcomer Parent Program (ANNPP: 1974).
teacher's guide, student's handbook

*LADO ENGLISH SERIES, BOOK I, Lado (Regents: 1970).
teacher's manual, workbook, charts, test

LET'S LEARN ENGLISH, BEGINNING COURSE PART I, Wright and McGillivray (American: 1971).

*NEW HORIZONS IN ENGLISH, BOOK I, Mellgren and Walker (Addison-Wesley: 1973).
teacher's manual, workbook, posters

*ORIENTATION IN AMERICAN ENGLISH, LEVEL 1, TEXT 100 (Blue), Hall and Costinett (IML: 1971).
workbook, tapebook, reader

*PRACTICAL ENGLISH, Larson (Chinese Media Committee, S.F.: 1971).
bilingual Cantonese-English tapes, video tapes

Writing/Spelling

IMAGINARY LINE HANDWRITING, BEGINNING CURSIVE, Townsend (Steck-Vaughn).

*tapes available

Listening/Speaking

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen (Crowell: 1966).

PRONUNCIATION CONTRASTS IN ENGLISH, Nilsen and Nilsen (Regents: 1971).

PREREQUISITES

Students who have little knowledge of English as determined by an oral interview and the following EPT A/B, C/D scores:

Beginning of semester: 11-15 Middle: 16-19 End: 20-25

Placement must be determined by both the student's oral ability and test score.

OBJECTIVES

General

The basic goal of ESL 100 is for students to begin to communicate and conduct the affairs of daily life in spoken and written English. An important aspect of this goal is that the students communicate in a manner that will help them function effectively in a society that uses English as its primary language. The students need to be able to speak clearly and understandably and to use English correctly and effectively.

Specific

I. Listening

Students will be able to:

A. Respond to teachers' and classmates' questions

B. Respond to requests and commands

II. Oral Production

Students will be able to:

A. Respond orally to statements, questions, requests, and commands with short answers and complete sentences using an understandable pronunciation

B. Generate sounds, words, and sentences similar to a model with some degree of accuracy

C. Request limited information on telephones or in person (directions, services, schedules, time)

D. Relate sounds to phonological spelling in English

III. Reading

Students will be able to:

A. Read cues and sentences for drills

B. Read simple conversations and paragraphs based on oral work learned in class

C. Read silently for comprehension

D. Relate phonological spelling in English to sounds

E. Recognize high frequency words that do not follow rules of phonological spelling in English

IV. Writing

Students will be able to:

A. Write dictations based on oral work and reading materials

B. Write controlled sentences based on oral work and reading materials

C. Answer questions in a narrative form to produce short controlled written paragraphs

D. Start sentences with capitals and end them with periods or question marks; use apostrophes in contractions and possessive nouns; use a comma after "yes" and "no"

V. Special Skills

Students will be able to:

A. Provide basic information about self and family members verbally and in writing (name, sex, age, address, telephone number, marital status, number of dependents, native country, birthdate)

B. Use standard polite expressions, including greetings, leave-takings, and introductions

C. Recognize traffic and emergency signs ("exit," "hospital," "danger," "flammable," "poison")

D. Request assistance from police, the fire department, the hospital, and the doctor

E. Describe medical symptoms and illnesses

F. Extract information from schedules and maps

G. Locate places in the community (neighborhoods, landmarks, places of interest)

H. Tell time

I. Use the telephone for simple calls, including emergencies

J. Use public transportation

K. Shop for food, clothing and other necessities

L. Take simple teacher-made tests

M Fill out simple applications and Community College Center registration forms

N. Read a calendar

O. Count money

P. Identify and discuss holidays and celebrations observed in the United States

Q. Pronounce common first names

R. Alphabetize

APPROACH - METHODS AND MATERIALS

At this level, students can be very easily overwhelmed by the enormity of learning a new language. As students find they are able to master some fundamentals of the language, they realize English is learnable. It is essential for the teacher to be patient and encouraging at this level.

In ESL 100 the major emphasis is on oral skills. Reading and writing are generally introduced as an adjunct to these oral skills. Basic survival skills are the students' greatest need at this level. Therefore, emphasis must be placed on the teaching of these skills.

Because of limited vocabulary, visual materials are an essential teaching tool. At this level, there is a systematic introduction of grammar with a textbook or teacher-made materials. Language lab techniques and tapes are useful for developing comprehension from models other than the teacher.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items under "Course Content" is to be determined by the teacher.

Vocabulary

Parts of the body

Countries, nationalities, and geographical names

Recreational activities

Holidays, dates, days of the week, months of the year, seasons, weather

Local place names

Foods, meals, utensils, dishes

Articles of clothing

Common two-word verbs

Names of rooms, floors, furniture and appliances, types of dwellings

Common expressions of emotion ("wow," "great," "you're kidding," "gee," etc.)

Structure

I. Sentence types

A. Simple statements

1. With "be"

e.g., It is a pen,

2. With "there" + "be" and "it" + "be"

e.g., There are students in the room.

It is a pen.

It's sunny today.

3. With action verbs

e.g., He speaks English.

B. Simple questions

1. With "be"

   e.g., Is it a pen?

2. With "there" + "be" and "it" + "be"

   e.g., Are there students in the room?

   Is it sunny today?

3. With action verbs

   e.g., Does he speak English?

C. Long and short answers, affirmative and negative, with "be"

e.g., Yes, it is a pen. No, it isn't a pen.

Yes, it is. No, it isn't.

D. Long and short answers, affirmative and negative, with "there" + "be" and "it" + "be"

e.g., Yes, there are students in the room. No, it isn't sunny today.

Yes, there are. No, it isn't.

E. Long and short answers, affirmative and negative, with action verbs

e.g., Yes, he speaks English No, he doesn't speak English.

Yes, he does. No, he doesn't.

F. WH questions (who, what, where, when, whose, why, how much, how many) (optional: which, how, what kind of) (200)

G. Questions with "or"

e.g., Is she a teacher or a student?

H. Simple forms of requests and commands

e.g., Open the door.

Be quiet.

(Optional: would you, will you, shall we, may I, let's) (200)

I. Compound sentences with coordinating conjunctions (and, but, or, because)

e.g., I went to the store, and I saw my teacher.

He is from Vietnam, but he doesn't speak Vietnamese.

II. Verbs

A. Be -- present and past

B. Action and linking verbs -- simple present with emphasis on third person singular

C. Simple past, including common irregular forms

D. Present continuous

E. "Going to" future

F. Modals (can, have to, will)

G. Subject - verb agreement

H. Contractions of "be," "not" (I'm, he's, they're, etc.) (don't, can't, isn't, etc.)

III. Nouns

A. Regular plurals (pronunciation and spelling)

B. Common irregular plurals (child/children, woman/women, foot/feet, etc.)

C. Possessive form (boy's, boys')

D. Countable/uncountable (pencils, chairs / tea, furniture, etc.)

E. Proper nouns including plural and possessive forms

IV. Pronouns

A. Subject (I, you, he, she, it, they)

B. Object (me, you, him, her, it, them)

C. Demonstrative (this, that, these, those)

D. Possessive (mine, ours, yours, his, hers, its, theirs)

E. Indefinite (some, any, one, everyone, everybody, someone, somebody)

V. Adjectives

A. Word order of adjective and noun

e.g., a blue pen

B. Possessive adjectives (my, our, your, his, her, its, their)

C. Articles (a, an, the, Ø)

D. Quantifiers (some, any, not much, not many, a lot, a few, a little)

E. Comparative and superlative (er/est) including better/best, worse/worst

(Optional: more/most, less/least) (200)

e.g., Her book is cheaper.

That is the best restaurant in San Francisco.

VI. Adverbs

A. Frequency (sometimes, never, always, usually, seldom)

B. Time (now, then, yesterday, today, tomorrow, last week, this morning, next month, etc.)

C. Place (here, there)

D. Common adverbs of manner including irregulars such as "well"

VII. Prepositions

In context with phrases of time and place (to, in, on, at, under, between, beside, behind, in front of)

VIII. Conjunctions

Conjunctions connecting words and short independent clauses (and, or, but)

EVALUATION

Teachers evaluate the students' performance and the course on both subjective and objective information obtained from students' oral work as well as written work. Tests are useful for diagnosis and for course and curriculum evaluation. Consultation between teachers of the same student takes place during and at the end of the semester. This evaluation of the students' progress is an important means of determining promotion or problem areas.

See the section on testing and evaluation in the introduction for additional information.

Multi-Purpose Texts

*ACCESS TO ENGLISH, BOOK 1, Breckenridge (McGraw Hill: 1963).
workbook, flashcards

*ACTIVE CONTEXT ENGLISH, BOOK 1, Brinton, Plumb & White (Macmillan (England): 1974).

ACTIVE ENGLISH: UNDERSTAND, PRACTICE, COMMUNICATE, Porter, Sharp (Prentice Hall: forthcoming - Dec., 1976).

*AMERICAN ENGLISH GRAMMATICAL STRUCTURE, BOOK 1, (Didier International: 1971).
teacher's manual, workbook, readings

*SHORT COURSE IN SPOKEN ENGLISH, Mackin (ELS-Oxford: 1975).

BEGINNING AMERICAN ENGLISH, Mitchell (Prentice Hall: 1965).

BEGINNING LESSONS IN ENGLISH, Fisher and Dixson (Regents: 1959).

*COMPLETE COURSE IN ENGLISH, BOOK 1, (Rev.), Dixson (Regents: 1972).

*ELEMENTARY COURSE IN ENGLISH, BOOK 1, Sheeler (ELS: 1971).

*ENGLISH FOR A CHANGING WORLD, BOOK 1, Wardhaugh (Ed.) (Scott Foresman and Co.: 1976).
teacher's manual, workbook, tests, cue cards, listening comprehension kits

ENGLISH IN ACTION, Dixson (Regents: 1960).

*ENGLISH 900, BOOK 1, ELS (Macmillan: 1964).
teacher's manual, workbook, reader

ENGLISH STEP BY STEP WITH PICTURES, Boggs and Dixson (Regents: 1956).

*ENGLISH THIS WAY, BOOKS 1 and 2, ELS (Macmillan: 1963).
teacher's manual

*tapes available

*ENGLISH: YOUR NEW LANGUAGE (First part of Book One), Bernardo and Pantell (Silver Burdett: 1967).

ESL: A NEW APPROACH FOR THE 20th CENTURY, (Los Angeles Asian Project), Iwataki (Modulearn, Inc.: 1975).
teacher's manual, transparencies, flashcards, Chinese supplement, student's book

EVERYDAY ENGLISH VOLUMES 1 and 2, San Francisco Asian Newcomer Parent Program, (ANNPP: 1974).
teacher's guide, student's handbook

*INTENSIVE COURSE IN ENGLISH, PART 1, (ELS: 1963).

*LADO ENGLISH SERIES, BOOKS 1 and 2, Lado (Regents: 1970).
teacher's manual

LET'S LEARN ENGLISH, BEGINNING COURSE, PART ONE, Wright and McGillivray (American: 1971).

LET'S SPEAK ENGLISH, BOOK 1, Martin (French and Associates: 1968).

MODERN AMERICAN ENGLISH, Book 1 and 2 (Rev.) Dixson (Regents: 1971).
teacher's manual, workbook, reader, skillbook, posters

MODERN ENGLISH PRIMER, PART 1, King and Campbell (ELS)

*NEW HORIZONS IN ENGLISH, BOOK 1 and 2, Mellgren-Walker (Addison-Wesley: 1973).

*ORIENTATION IN AMERICAN ENGLISH, LEVEL 1, TEXT, Hall and Costinett (IML: 1971).
teacher's manual, workbook, tapebook

*ORIENTATION IN AMERICAN ENGLISH, LEVEL 2, TEXT, Hall and Costinett (IML: 1971).
teacher's manual, workbook, tapebook

*tapes available

*PRACTICAL CONVERSATION IN ENGLISH FOR BEGINNING STUDENTS, Hall (Regents: 1972).

*PRACTICAL ENGLISH, BOOKS 1, 2, 3, and 4, Larson (Chinese Media Committee: 1971).
bilingual Cantonese/English tapes, videotapes

SPOKEN ENGLISH, General Notes, Sutherland (SFUSD).

*WELCOME TO ENGLISH, BOOKS 1 and 2, Sheeler (Oxford: 1976).

Grammar

*AMERICAN ENGLISH, GRAMMATICAL STRUCTURE, BOOK 1, Nadler (ALI-NYU: 1971).
teacher's manual, laboratory book, reader, composition book, pronunciation book

CONTEMPORARY REVIEW EXERCISES, Kane and Rankin (Crowell: 1967).

CONTEMPORARY SPOKEN ENGLISH, BOOK ONE, Part of BOOK TWO, Kane and Kirkland (Crowell: 1968).

ENGLISH GRAMMAR EXERCISES, BOOK 1, ELS (Collier-Macmillan: 1965).

*ENGLISH SELF TAUGHT, BOOKS 1 and 2, Hall (Regents: 1974).

*MASTERING SPOKEN ENGLISH, WORKBOOK 1, Taylor (McGraw Hill: 1965).
workbook, record

PRACTICING AMERICAN ENGLISH, Taylor (McGraw Hill: 1960).

REGENTS ENGLISH WORKBOOK, BOOK 1, Dixson (Regents: 1956).

*tapes available

Readers

BUSY PEOPLE, BUSY PLACES (Random House: 1973).

JUNE AND AUGUSTUS, Aston (ELS: 1973).

LONGMAN STRUCTURAL READERS, STAGE I (Longman: 1972).
The Flying Spy

NOSES AND TOES, AND UP AND DOWN AND IN AND OUT BOOK, Hefter (Larousse and Co.: 1974).

ORIENTATION IN AMERICAN ENGLISH, LEVEL ONE, READER ONE (BLUE) Hall and Costinett (IML: 1971).

YES AND NO -- A BOOK OF OPPOSITES, Hefter (Larousse and Co.: 1975).

Writing/Spelling

BEGINNING COMPOSITIONS THROUGH PICTURES, J. B. Heaton (Longman: 1975).

COMPOSITION THROUGH PICTURES, Heaton (Longman: 1966).

IMAGINARY LINE HANDWRITING, BEGINNING CURSIVE, Townsend (Steck-Vaughn: 1973).

SITUATIONAL ENGLISH LANGUAGE PICTURES SERIES (Longman: 1965).

WRITE, Mellgren-Walker (Addison-Wesley: 1976).

Listening/Speaking

ENGLISH PRONUNCIATION, Lado Fries (University of Michigan Press: 1954).

ENGLISH: SING IT, Grenough (McGraw Hill: forthcoming - 1976).

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen (Crowell: 1966).

ENGLISH STRESS AND INTONATION, Croft (ELS: 1961).

GAMES FOR SECOND LANGUAGE LEARNING, Derry (McGraw Hill: 1966).

LANGUAGE TEACHING GAMES, Lee (Oxford).

*ORIENTATION IN AMERICAN ENGLISH TAPEBOOK 1 (IML: 1971).

PRACTICE THROUGH PICTURES, Heaton (Longman: 1971).

PRONUNCIATION CONTRASTS IN ENGLISH, Nilsen and Nilsen (Regents: 1971).

*tapes available

PREREQUISITES

Successful completion of ESL 100, or an oral interview and the following EPT A/B, C/D scores:

Beginning of semester: 18-27 Middle: 21-29 End: 26-36

The oral interview consists of questions about the student, his/her English, and the room where the interview is taking place. The student will be able to answer the questions appropriately and intelligibly despite possible structural errors. Placement must be determined by both the students' oral ability and test score.

OBJECTIVES

General

The basic goal of ESL 200 is for the students to continue gaining simple communicative ability to function in practical areas necessary for survival in the United States. Specific language abilities and experience are developed further so that students will be able to express themselves simply and clearly in specific contexts that use the simple past, present, future and present perfect. They will be able to understand native speakers using simple tenses in limited situations and will be able to respond in such a way that the native speaker will understand their simple communicative efforts.

Specific

I. Listening

Students will be able to:

A. Respond both orally and in writing to teachers' and classmates' questions, statements and requests

B. Respond physically to requests and commands

C. Distinguish singular from plural

D. Distinguish time reference

E. Differentiate words that differ by one or two similar sounds (eat/it, nine/night, Jones/John's, etc.)

II. Oral Production

Students will be able to:

A. Respond orally with short, natural, appropriate responses, using understandable pronunciation, to greetings, simple requests, and statements

B. Respond orally with limited vocabulary to visual stimuli

C. Imitate and repeat sounds, phrases and sentences with a degree of accuracy intelligible to a native speaker

D. Recite a series of short related sentences about themselves, others or material studied in class with a rhythm and intonation pattern understandable to a native speaker

E. Initiate questions and appropriate responses to simple statements or expressions of emotional concern.

F. Request simple services and ask for and pass on information

G. Ask for a short simple explanation and ask for repetition

H. Repeat and rephrase and correct questions, requests, or statements when unclear or not intelligible to listeners

I. Read with intonation, rhythm and phrasing intelligible to English-speaking listeners

J. Relate sounds to phonological spelling in English

III. Reading

Students will be able to:

A. Read cues for sentences and drills

B. Read silently for comprehension

C. Read simple conversations and paragraphs based on oral work learned in class

IV. Writing

Students will be able to:

A. Fill in and answer exercises based on class work

B. Correctly spell words used frequently in class materials

C. Apply phonological rules of English spelling

D. Write dictated sentences based on oral work and reading materials

E. Start sentences with capitals and end with periods or question marks; use apostrophes in contractions and possessive nouns; use commas after "yes" and "no," items in a series, compound sentences and tag questions

F. Generate simple sentences about themselves and their environment

V. Special Skills

Students will be able to:

A. Read and write checks and deposit and withdrawal slips

B. Extract price information (bills, advertisements, price tags, etc.).

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C. Extract information from schedules and maps

D. Read menus

E. Read traffic and emergency signs

F. Read simple directions

G. Fill out simple forms

H. Shop for food, clothing and other necessities

I. Use recreational facilities (parks, swimming pools, zoo, etc.)

J. Locate words in a bilingual dictionary

K. Use standard polite expressions, including greetings, leave-takings, introductions

L. Tell time

M. Give and follow directions to specific destinations

N. Request emergency and community services (police, fire, ambulance, health department, etc.)

O. Use postal services (money orders, stamps, parcel post, etc.)

P. Pronounce common first names

Q. Discuss holidays and celebrations observed in the United States

R. Find telephone numbers in the white pages

APPROACH - METHODS AND MATERIALS

Listening and speaking skills are emphasized in contexts which are meaningful and useful to students in their daily lives. Role-playing, dialogues, taped conversations and field trips as well as intensive work in pronunciation are possible ways to develop these skills. Reading and writing skills are generally introduced to reinforce oral production and listening ability. Grammar is presented systematically with textbooks, exercises and teacher-developed materials.

Visual materials and realia are helpful tools to develop comprehension without translation or verbal explanation on the part of the teacher. Language lab techniques and tapes are useful for developing comprehension from models other than the teacher.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

Vocabulary

Parts of the body

Countries, nationalities and geographical names

Holidays, dates, days of the week, months of the year, seasons

Local place names

Food, meals, utensils, dishes

Articles of clothing

Household products, equipment, appliances, furniture

Names of rooms, floors, types of dwellings

Common tools

Synonyms, antonyms, homonyms

Idioms, including two-word verbs

Structure

I. Sentence Types

   A. Review

      1. Simple statements with "be" and action verbs (100)
      2. Simple questions (100)
      3. Long and short answers, affirmative and negative with "be" and action verbs (100)
      4. WH questions (100)
      5. Questions with "or" (100)
      6. Forms of requests and commands (100)
      7. Compound sentences with coordinating conjunctions (and, but, or, because) (100)

   B. Introduce

      1. WH questions (which, how, what kind of)
      2. Requests and commands (would you, will you, shall we, may I, let's)
      3. Negative statements

e.g., He doesn't speak English.

She isn't here today.

4. Negative questions

e.g., Don't you speak English?

Isn't the weather nice today?

5. Affirmative and negative tag questions

e.g., Bill's eating now, isn't he?

He doesn't like hamburgers, does he?

She can play the piano, can't she?

6. Answers to negative questions and tag questions

e.g., You can come to class tomorrow, can't you?

No, I can't.
Yes, I can.

You can't come to class tomorrow, can you?

No, I can't.
Yes, I can.

Do you speak English?

No, I don't
Yes, I do.

Don't you speak English?

No, I don't.
Yes, I do.

7. Compound Sentences (either, too)

e.g., I can dance, and Mary can, too.

Bill can't dance, and Sue can't either.

8. (Optional: relative clauses) (300)

II. Verbs

A. Review

1. Be -- present and past (100)
2. Action and linking verbs -- present with emphasis on third person singular (100)
3. Simple past, including common irregular forms (100)
4. Present continuous (100)
5. "Going to" future (100)
6. Modals (can, have to, will) (100)
7. Subject-verb agreement (100)
8. Contractions of "be," "not" (100)

B. Introduce

1. Irregular verbs
2. Modals (will, can, could, should, would, may, might, must, shall).
3. Passive -- simple present and simple past

   e.g., French, Spanish, and English are spoken by the museum guides.

   My car was hit by a bus.
4. Present perfect, including questions with "ever"

   e.g., He has lived in San Francisco for one year.

Have you ever been to Mexico?

III. Nouns

  A. Review

    1. Plurals of regular and common irregular nouns (100)

    2. Possessive (100)

    3. Countable/uncountable (100)

    4. Proper nouns including plural and possessive forms (100)

  B. Introduce

    1. Nouns as adjectives

      e.g., It's a shoe store.

    2. Gerunds as subjects

      e.g., Learning English is necessary.

IV. Pronouns

  A. Review

    1. Subject and object pronouns (100)

    2. Demonstrative pronouns (100)

    3. Possessive pronouns (100)

    4. Indefinite pronouns (one, some, any, everyone, someone, everybody, somebody) (100)

  B. Introduce

    1. Indefinite pronouns (anyone, anybody, no one, nobody)

2. Word order of pronouns used as direct and indirect objects

    e.g., He gave Mary the book.

    He gave her the book.

    He gave it to her.

3. (Optional: reflexive pronouns) (300)

V. Adjectives

A. Review

1. Word order of adjective plus a noun (100)
2. Possessive adjectives (100)
3. Articles (100)
4. Quantifiers (100)
5. Comparative and superlative (-er, -est) (100)

B. Introduce

1. Comparatives and superlatives (more/most, less/least, as...as, the same as, like)

    e.g., His book is more expensive than hers.

    My book is as expensive as his.

    Your book is the most expensive in the bookstore.

    Your book is the same as mine.

    His apartment is like yours.

2. Present and past participles as adjectives

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e.g., It's a used typewriter.

He's a swimming teacher.

VI. Adverbs

A. Review

Adverbs of frequency, place, manner and time (100)

B. Introduce

1. Intensifiers (too, enough, very)

e.g., It's very warm.

It's warm enough.

It's too warm.

2. Comparison of adverbs

e.g., She sings more beautifully than her sister.

He types faster than the secretary.

3. Sequence of adverbs of frequency, place, manner and time

e.g., I sometimes go downtown by bus in the morning.

4. Adverb phrases (by bus, with a smile, until noon, for two years, since 10:00, etc.)

VII. Prepositions

Review and increase preposition vocabulary in context with phrases of time and place (100)

VIII. Conjunctions

Review conjunctions connecting words and short independent clauses (100)

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EVALUATION

Teachers evaluate students' progress and the course on both subjective and objective information obtained from students' oral work as well as their performance in dictations, exercises, teacher-made tests, group work and general performance in class. Consultations between teachers of the same student take place during and at the end of the semester. This evaluation of students' progress is an important means of determining problem areas and promotion.

See the section on testing and evaluation in the introduction for additional information.

TEXTS FOR ESL 200

Multi-Purpose Texts

*ACCESS TO ENGLISH, BOOK 2, Breckenridge (McGraw Hill: 1973).
workbook, flashcards

ACTIVE CONTEXT ENGLISH, BOOK 2, Plumb and White (Macmillan, (England): 1974).
teacher's book, reader, charts

ACTIVE ENGLISH, UNDERSTAND, PRACTICE, COMMUNICATE, Porter and Sharp (Prentice Hall: forthcoming Dec., 1976).

*COMPLETE COURSE IN ENGLISH, BOOK 1 (Rev.), Dixson (Regents: 1972).

*ENGLISH FOR A CHANGING WORLD, BOOK 2, Wardhaugh (Ed.) (Scott Foresman and Co.: 1976).
teacher's book, student's book, student exercise book, posters, cue book

*ENGLISH FOR TODAY, BOOK 2 (2nd Ed.) NCTE (NCTE: 1973).
teacher's manual, workbook, listening comprehension kit, test

*ELEMENTARY COURSE IN ENGLISH, BOOK 2, Sheeler (ELS: 1971).

ENGLISH IS SPOKEN, BOOK 1, Wohl and Metcalf (ELS: 1959).

*ENGLISH 900, BOOKS 2 and 3, ELS (Macmillan/ELS: 1964).

*ENGLISH THIS WAY, BOOKS 3 and 4, ELS (Macmillan/ELS: 1963).

*ENGLISH: YOUR NEW LANGUAGE (Last part of Book One, first part of Book Two), Bernardo and Pantell (Silver Burdett: 1967).

ESL: A NEW APPROACH FOR THE 20th CENTURY (Los Angeles Asian Project, Iwataki, et al. (Modulearn: 1975).
teacher's guide, tansparencies, student's book, flashcards, Chinese supplement

*tapes available

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TEXTS FOR ESL 200

FIRST BOOK OF AMERICAN ENGLISH, Alesi and Pantell (Oxford University Press: 1962).

*INTENSIVE COURSE IN ENGLISH, PART 2, (ELS: 1963).

*LADO ENGLISH SERIES, BOOK 3, Lado (Regents: 1970).
teacher's manual, workbook

*LEARNING TO USE ENGLISH, BOOK 2, Finocchiaro (Regents: 1974).

LET'S LEARN ENGLISH, BEGINNING COURSE PART 2, Wright and McGillivray (American: 1971).

LET'S SPEAK ENGLISH, BOOK 2, Martin (French and Associates: 1970).

*MASTERING AMERICAN ENGLISH, BOOK 2, (Rev.), Taylor (McGraw Hill: 1971).

*MODERN AMERICAN ENGLISH, BOOKS 2 and 3, Dixson (Regents: 1971).
teacher's book, workbook, skillbook, reader, posters

MODERN ENGLISH PRIMER, PART 2, King and Campbell (ELS: 1957).

*NEW HORIZONS IN ENGLISH, BOOK 3, Mellgren-Walker (Addison-Wesley: 1973).
teacher's book, workbook

NO HOT WATER TONIGHT, Bodman and Lanzano (Collier Macmillan: 1975).

*ORIENTATION IN AMERICAN ENGLISH, LEVEL 3 TEXT (Orange), Hall and Costinett (IML: 1971).
reader, workbook, tapebook

*PRACTICAL CONVERSATION IN ENGLISH FOR INTERMEDIATE STUDENTS, Hall (Regents: 1965).

*tapes available

TEXTS FOR ESL 200

*PRACTICAL ENGLISH, BOOKS 3 and 4, Larson (Chinese Media Committee: 1971).
bilingual Cantonese/English tapes, videotapes

WELCOME TO ENGLISH, BOOKS 2 and 3, Sheeler (Oxford: 1976).
teacher's manual

Grammar

*AMERICAN ENGLISH GRAMMATICAL STRUCTURE, BOOK 2, Nadler (ALI-NYU: 1971).
teacher's manual, laboratory book, reader, composition book, pronunciation book

BUILDING ENGLISH SENTENCES WITH BE, Hall (Regents: 1969).

CONTEMPORARY REVIEW EXERCISES, Kane and Rankin (Crowell: 1967).

CONTEMPORARY SPOKEN ENGLISH, last part, BOOK TWO and BOOK THREE, Kane and Kirkland (Crowell: 1968).

ENGLISH GRAMMAR EXERCISES, BOOKS 1 and 2, ELS (Collier Macmillan: 1965).

*ENGLISH SELF TAUGHT, BOOKS 3 and 4, Hall (Regents: 1974).

GRADED EXERCISES IN ENGLISH, Dixson (Regents: 1971).

LEARNING AMERICAN ENGLISH, Taylor (McGraw Hill: 1956).

LET'S TALK, Finocchiaro (Regents: 1970).

MASTERING SPOKEN ENGLISH, WORKBOOK 1, Taylor (McGraw Hill: 1965).

REGENTS ENGLISH WORKBOOK, BOOK 2, Dixson (Regents: 1956).

REVIEW EXERCISES IN ENGLISH GRAMMAR, Rankin and Kane (IML: 1962).

*tapes available

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REVIEW EXERCISES FOR ENGLISH AS A FOREIGN LANGUAGE, Allen and Allen (Crowell: 1961).

Readers

COLLIER MACMILLAN READERS, (Collier Macmillan/ELS: 1972).
The People Speak

ELEMENTARY COMPREHENSION PIECES, Hill (Oxford University Press: 1965).

ENGLISH PICTURES READERS (Oxford: 1973).
Sinbad the Sailor
Robin Hood

ENGLISH STORIES FOR REPRODUCTION, Hill (Oxford University Press: 1965).

FOLK TALES 1, Neumeyer and Thorpe (Houghton Mifflin: 1973).

JUNE AND AUGUSTUS, ASTON (ELS: 1973).

LONGMAN PRACTICAL READERS: STAGE 1, Thornley (Ed.) (Longman: 1970).
Helping Hands
Nice Work
Two Dresses

LONGMAN STRUCTURAL READERS, STAGE 1, (Longman: 1972).
The Flying Spy

THE NEW STREAMLINED ENGLISH SERIES, Lauback, Kirk (New Readers Press: 1969).
City Living
In the Valley

ORIENTATION IN AMERICAN ENGLISH, LEVEL TWO, READER TWO (yellow), Hall and Costinett (IML: 1971).

OXFORD READING EXERCISE SERIES, Dale and Sheeler (Oxford: 1973).
The Whistler

PLEASANT BOOKS IN ENGLISH, STAGE ONE, Thornley (Ed.) (Longman: varies).

READERS DIGEST NEW READING SKILL BUILDER, PART 1 (Readers Digest Series: 1958).

READERS DIGEST READING BOOK ONE, (Readers Digest Series: 1954).

READING PLUS -- LEVEL A (Addison-Wesley: 1976).
Danger Ahead
One of a Kind
Two Champions
Sour Grapes

SOUNDS AND SYLLABLES, Hall (Regents: 1967).

VISITING THE USA, Melrose (ELS: 1971).

Writing/Spelling

BEGINNING COMPOSITIONS THROUGH PICTURES, Heaton (Longman: 1975).

COMPOSITION THROUGH PICTURES, Heaton (Longman: 1966).

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen, Allen and Shute (Crowell: 1966).

HANDWRITING FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Kittle (American Book Co.: 1966).

HELP YOURSELF TO READ, WRITE AND SPELL, BOOK 1, Loesel (Ginn and Co.: 1965).

PICTURE COMPOSITION BOOK, Hill (Longman: 1960).

SITUATIONAL ENGLISH LANGUAGE PICTURE SERIES (Longman: 1966).

10 STEPS, A COURSE IN CONTROLLED COMPOSITION, Brookes and Withrow (LINC: 1974).
teacher's manual

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WRITE, Mellgren-Walker (Addison-Wesley: 1976).

Listening/Speaking

BETWEEN YOU AND ME, GUIDED DIALOGUES FOR CONVERSATION PRACTICE, (Newbury-Nelson: 1974).

ENGLISH CONVERSATION PRACTICE, Taylor (McGraw Hill: 1967).

ENGLISH PRONUNCIATION, Lado and Fries (University of Michigan Press: 1954).

ENGLISH, SING IT, Grenough (McGraw Hill: 1976 forthcoming).

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen and Allen (Crowell: 1966).

ENGLISH STRESS AND INTONATION, Croft (ELS: 1961).

GAMES FOR SECOND LANGUAGE LEARNING, Derry (McGraw Hill: 1966).

GUIDED ENGLISH CONVERSATION , Maley (Newbury).

*LISTEN AND GUESS, Allen and Allen (McGraw Hill: 1966).
tapes, records, labbook

*ORIENTATION IN AMERICAN ENGLISH, TAPEBOOK 2, (IML: 1971).

PRACTICE THROUGH PICTURES, Heaton (Longman: 1971).

PRONUNCIATION CONTRASTS IN ENGLISH, Nilsen and Nilsen (Regents: 1971).

*tapes available

ESL 300

PREREQUISITES

Successful completion of ESL 200, or an oral interview and the following EPT A/B, C/D scores:

Beginning of semester: 30-37 Middle: 35-37 End: 37 and out

If students score 37 or more on A/B, C/D, at the beginning of the semester or 40 at the middle or end, the EPT G/H test must be given. The following G/H scores are applicable to ESL 300:

Beginning and middle of semester: 0-14 End, 0-18

Placement must be determined by both the student's oral ability and test score. In addition, an on-the-spot sample of student writing is recommended.

OBJECTIVES

General

ESL 300 is a settling-in time, when students assimilate what they have learned. They discuss, both orally and in simple written paragraphs, many subjects with a certain degree of accuracy as well as fluency. The students might be expected to reach a learning plateau at some time during the semester. From this transitional level, students move into more advanced classes where they will develop a more sophisticated use of the language.

Specific

I. Listening

Students will be able to:

A. Respond to oral directions and instructions

B. Distinguish the individual sound segments of English

C. Distinguish semantic change by interior shifting of stress and intonation within a one-word sentence

e.g., The boy likes candy. (Implies someone else does not)

The boy likes candy. (Implies reassurance of doubter)

The boy likes candy. (Implies he does not like something else)

D. Participate in conversations with classmates and teacher

E. Understand simple stories and jokes

II. Oral Production

Students will be able to:

A. Generate more complicated questions and statements in basic conversation

B. Interview classmates about personal backgrounds and classroom activities

C. Plan in small groups to carry out classroom activities

D. Recount events and incidents

E. Converse informally

III. Reading

Students will be able to:

A. Read and recount simple stories and adapted newspaper and magazine articles

B. Read for explicit information

C. Read for enjoyment

IV. Writing

Students will be able to:

A. Write complete sentences using structural forms mastered up to this point

B. Write dictated sentences based on oral work and reading materials

C. Write controlled and original narrative and descriptive paragraphs when supplied with simplified models and outlines

D. Use correct writing format, spelling, and punctuation, including rules for direct quotation

E. Apply phonological rules of English spelling

V. Special Skills

Students will be able to:

A. Use American English/English dictionaries for spelling, pronunciation, and meaning, including alternative meanings

B. Gather limited information from encyclopedias and other reference works

C. Familiarize themselves with traffic regulations for safety and for obtaining drivers' licenses

D. Fill out simple job applications

E. Use telephone directory information, including yellow pages (services, rates, telephone numbers, maps, time zones, etc.)

F. Identify and differentiate bank services (money orders, personal checks, credit cards, savings accounts, loans and non-bank credit systems (charge accounts, gasoline credit cards, installment buying)

G. Give and follow directions to specific destinations

H. Pronounce common first and last names

I. Converse about holidays and celebrations observed in the United States

APPROACH -- METHODS AND MATERIALS

In general, the methods of instruction at ESL 300 follow those of ESL 100 and 200, emphasizing oral skills, including dialogues, role-playing, oral drills and pronunciation work. Writing must be taught as an essential and effective tool of language learning. There is a need for dictation drills and for spelling exercises related to phonology. In addition to reading selections, texts and pictures, films with simple narration or silent films can be used. Games, crossword puzzles, and charades are also effective ways of introducing and reinforcing new vocabulary.

See the introduction for a general discussion of ESL methodology and other information relevant to this level.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

Vocabulary

Idioms and slang expressions

Expansion of vocabulary through the study of prefixes, suffixes and derivatives

Synonyms, antonyms and homonyms

Holidays and celebrations

Geography (Bay Area, California and the U. S.)

Places of local interest (museums, parks, libraries, etc.)

Information concerning immigration and other agencies serving immigrants

Structure

I. Sentence Types

   A. Review

      1. Simple statements (100)

      2. Compound sentences with coordinating conjunctions (100)

      3. Requests and commands (100, 200)

      4. Affirmative and negative questions and answers (100, 200)

      5. Tag questions (200)

      6. Negative statements (200)

   B. Introduce

      1. Complex sentences

a. Noun clauses -- statements and questions

e.g., He bought what I wanted. Did he buy what you wanted?

You know how to get to City Hall. Do you know how to get to City Hall?

I saw where he lived. Did I see where he lived?

They know when it arrives. Do they know when it arrives?

She doesn't know who he is. Does she know who he is?

b. Adjective clauses, including the deletion of "that" or "which"

e.g., He is the man who came.

This is the book that I bought.

This is the book I bought.

This is a store which I like.

This is a store I like.

c. Adverb clauses (when, before, after, until)

e.g., When we are sick we do not go to school.

d. Adverb clauses with "if"

e.g., If you need me, I will go.

She would go if she had money.

If I were you, I would study harder.

They would have seen her if she'd been
there. (optional)

2. Direct/Indirect speech

e.g., He said, "I did it." He said that he did it.

She asked me, "Can I do it?" She asked me
if she could do it.

II. Verbs

A. Review

1. Simple present (100)
2. Simple past (100)
3. "Going to" future (100)
4. Present continuous (100)
5. Present perfect (200)
6. Passive -- simple present, simple past (200)
7. Modals (100, 200)
8. Irregular verbs (100,200)
9. Subject-verb agreement (100)

B. Introduce

1. Past continuous

e.g., He was taking a bath when the telephone rang.

2. Past perfect

e.g., He had lived in Canton most of his life before
he went to Hong Kong.

3. Separable and inseparable two-word verbs

   e.g., She put it off until later.

   They ran into her downtown.

4. "Say" vs. "Tell"

   e.g., He told me a true story.

   He said that the story was true.

5. Idiomatic verb phrases with "have got"

   e.g., He's got a cold.

   I've got to get back to work.

6. Idiomatic verb phrases (have to, had better)

7. Future conditional

   e.g., If we finish, I will be surprised.

8. Present conditional

   e.g., If I were you, I would see a doctor.

9. Past conditional

   e.g., If they had studied, they would have learned more.

10. Would rather/would rather...than...

    e.g., They would rather not work today.

    They would rather work today than be fired.

11. Verbs followed by gerunds and/or infinitives

    e.g., He enjoys swimming.

She decided to go to Hawaii.

They like going to the movies.

They like to go to the movies.

12. (Optional: perfect continuous) (400)

13. (Optional: passive with present continuous, past continuous, "going to" future)(400)

III. Nouns

A. Review

1. Countable and uncountable (100)
2. Irregular plurals (100,200)
3. Nouns used as adjectives (200)
4. Gerunds as subjects (200)

IV. Pronouns

A. Review

1. Possessive Pronouns (100)
2. Word order of pronouns used as direct and indirect objects (200)
3. Indefinite Pronouns (100, 200)

B. Introduce

Reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves)

V. Adjectives

A. Review

1. Possessive adjectives (100)

2. Articles (100)

3. Present and past participles as adjectives (200)

4. Comparatives and superlatives (100, 200)

B. Introduce

Adjective Phrases, including word order

e.g., The woman in the corner is my sister.

She is the girl with the red dress.

VI. Adverbs

A. Review

1. Adverbs of frequency, place, manner and time, including sequence (100, 200)

2. Intensifiers (too, enough, very) (200)

3. Comparison of adverbs (200)

4. Adverb phrases (200)

5. Sequencing of adverbs of frequency, place, manner and time (200)

VII. Prepositions

Review all prepositions and preposition word groups (100, 200)

VIII. Conjunctions

A. Review

Use of conjunctions in compound sentences (100, 200)

B. Introduce

1. Subordinating conjunctions (see complex sentences)
2. (Optional: in spite of, despite, regardless of, because of, on account of) (400)

EVALUATION

Teachers evaluate the students' progress and the course on both subjective and objective information obtained from their oral work as well as their performance in dictations, exercises, teacher-made tests, group work and general performance in class. Consultation between teachers of the same student take place during and at the end of the semester. This evaluation of students' progress is an important means of determining problem areas and promotion.

See the section on testing and evaluation in the introduction for additional information.

Multi-Purpose Texts

ACTIVE CONTEXT ENGLISH, BOOK 3, Brinton, Plumb and White (Macmillan (England): 1974).

COMPLETE COURSE IN ENGLISH, BOOK 2, Dixson (Regents: 1972).

CONVERSATIONAL ENGLISH, Brown and Sandburg (Xerox: 1969).

*ENGLISH FOR A CHANGING WORLD, BOOK 3, Wardhaugh (Ed.) (Scott Foresman and Co.: forthcoming 1977).
teacher's manual, student workbook, posters, cue book

*ENGLISH FOR TODAY, BOOK 2, (rev.) NCTE (McGraw Hill: 1972).
teacher's manual, workbook

*ENGLISH 900, BOOK 4, ELS (Macmillan/ELS: 1964).
teacher's manual, reader, workbook

*ENGLISH THIS WAY, BOOKS 5 and 6, ELS (Macmillan/ELS: 1963).
teacher's manual

*ENGLISH: YOUR NEW LANGUAGE, BOOK 1, Bernardo and Pantell (Silver Burdett: 1967).

INTERMEDIATE ENGLISH FOR ADULTS, Iwataki, et al., (Modulearn Inc.: 1975).
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AN INTRODUCTION TO CANADIAN ENGLISH, Martin (New Canadian Publications: 1976).
teacher's manual

KERNAL LESSONS, INTERMEDIATE, O'Neill, Kingsbury and Yeadon (Longman: 1971).

*LADO ENGLISH SERIES, BOOK 3, Lado (Regents: 1976).
teacher's manual, workbook

*tapes available

TEXTS FOR ESL 300

LANGUAGE AND LIFE IN THE USA, VOLUME I, Doty and Ross (Harper and Row: 1973).

LET'S LEARN ENGLISH, BOOKS 2 and 3, McGillivray (American: 1971).

*MODERN AMERICAN ENGLISH, BOOKS 3 and 4, Dixson (Regents: 1971).
teacher's manual, workbook, skillbook, reader

*NEW HORIZONS IN ENGLISH, BOOK 4, Mellgren-Walker (Addison-Wesley: 1974).
teacher's manual, workbook

NO HOT WATER TONIGHT, Bodman and Lanzano (Collier-MacMillan: 1975).

*ORIENTATION IN AMERICAN ENGLISH, TEXT 4, Hall (IML: 1972).
teacher's manual, workbook, tapebook

*PRACTICAL CONVERSATION IN ENGLISH FOR THE ADVANCED STUDENT, Hall (Regents: 1967).

SECOND BOOK IN ENGLISH, Dixson (Regents: 1959).

SECOND BOOK OF AMERICAN ENGLISH, Pantell (Oxford: 1964).

*WELCOME TO ENGLISH, BOOK 4, Sheeler (Oxford: 1976).

Grammar

AMERICAN ENGLISH GRAMMATICAL STRUCTURE, BOOK 3, Nadler (ALI-NYU: 1971).
teacher's manual, laboratory book, reader, composition book, pronunciation book

BUILDING ENGLISH SENTENCES WITH ONE VERB, Hall (Regents: 1969).

*tapes available

TEXTS FOR ESL 300

BUILDING ENGLISH SENTENCES WITH TWO VERBS, Hall (Regents: 1969).

BUILDING ENGLISH SENTENCES WITH VERBS AND VERB PHRASES, Hall (Regents: 1973).

CONTEMPORARY SPOKEN ENGLISH, BOOKS 4 and 5, Kane and Kirkland (Crowell: 1967).

DRILLS IN ENGLISH, Stieglitz (Regents: 1970).

ENGLISH GRAMMAR EXERCISES, BOOK 2, ELS (Collier-Macmillan: 1965).

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*ENGLISH SELF TAUGHT, BOOKS 5 and 6, Hall (Regents: 1974).

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THE KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1965).
  Adjectives 1
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  Nouns
  Prepositions 1
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  Verbs

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REGENTS ENGLISH WORKBOOK, BOOK 3, Dixson (Regents: 1965).

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ALL IN A DAY'S WORK, Baygell, Ackerman (Globe: 1974).

AMERICAN CLASSICS, Dixson (Regents: 1973).
House of the Seven Gables

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AMERICAN FOLKTALES, BOOK 1, Binner (Crowell: 1968).

COLLIER MACMILLAN READERS (ELS/Collier-Macmillan: 1972).
The Silver Elephant
The Love Letter

EASY READING SELECTIONS IN ENGLISH, Dixson (Regents: 1962).

ELEMENTARY COMPREHENSION PIECES, Hill (Oxford: 1963).

FOLK TALES I, Neumeyer, Thorpe (Houghton-Mifflin: 1973).

THE FOOD WE EAT, Hall (Regents: 1969).

A HANDFUL OF LETTERS, Hall (Regents: 1969).

INTERNATIONAL FOLKTALES, BOOK 1, Binner (Crowell: 1970).

LEGENDS, Goodman, Pierce, Wager (Houghton Mifflin: 1973).

LONGMAN STRUCTURAL READERS, STAGE 2, Allen (Ed.) (Longman: 1970's).

NEW METHOD SUPPLEMENTARY READERS, STAGE 2, West and Swan (Ed.) (Longman: 1973).

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NEW READING SKILL BUILDER, PART I, READING LEVEL 3 (Reader's Digest: 1967).

ORIENTATION IN AMERICAN ENGLISH, READER 3, Costinett (IML: 1970).

OXFORD ENGLISH PICTURE READERS (Oxford: 1970's).

OXFORD READING AND EXERCISE SERIES, Dale and Sheeler (Oxford: 1973).
The Whistler
The Angry Sea

PEOPLE IN LIVINGSTON, Allen (Crowell: 1953).

PLEASANT BOOKS IN EASY ENGLISH, STAGE 2, Thornley (Ed.) (Longman: varies).

THE PRACTICAL READERS, STAGE 2, Thornley (Ed.) (Longman: varies).
Claire's Wish
The Lock
Turning Wheels

READER'S DIGEST READING, BOOK I (Reader's Disgest Service: 1964).

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READING TODAY'S ENGLISH, BOOK I, Pierce and Humbarger (Steck-Vaughn: 1975).

RUTH, Likins (New Reader's Press: 1961).

SIGNS OF LIFE, Hall (Regents: 1969).

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TOWARD A BETTER WORLD, McGillivray and Echols (American: 1963).

TURNING POINT: A COLLECTION OF SHORT BIOGRAPHIES, Kieszak (Globe: 1973).

WEBSTER EVERYDAY READERS (McGraw Hill: 1952).
  Bob, Son of Battle
  Indian Paint
  The Trojan War
  Wild Animals I have Known

Writing/Spelling

A FIRST BOOK IN COMPREHENSION, PRECIS AND COMPOSITION, Alexander (Newbury/Longman: 1974).

AMERICAN ENGLISH GUIDED COMPOSITION, Baskoff (Didier: 1971).

ANANSE TALES, A COURSE IN CONTROLLED COMPOSITION, Port & Dykstra (Teacher's College Press: 1966).
  teacher's manual

BEGINNING COMPOSITION THROUGH PICTURES, Heaton (Longman: 1975).

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CONSTRUCTING SENTENCES, Rand (Holt, Rinehart, Winston: 1969).

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A HANDFUL OF LETTERS, Hall (Regents: 1969).

KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1965).
  letter writing

LET'S WRITE ENGLISH, Wishon and Burks (American: 1968).

LISTENING DICTATION, Morley (University of Michigan Press: 1975).

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PRACTICE, PLAN AND WRITE, BOOK 1, Matthews and Tura (American Book Co.: 1973).

PUT IT IN WRITING, Howatt (Oxford: 1970).

SPELLING FOR FOREIGN STUDENTS OF ENGLISH, Bright (California Book Co.: 1959).

STEPS TO COMPOSITION, Alt and Kirkland (Georgetown: 1973).

STRUCTURE GRADED READINGS IN ENGLISH, BOOK 2, Costinett (Gemini: 1970).

10 STEPS, A COURSE IN CONTROLLED COMPOSITION, Brookes and Withrow (LINC: 1974).
teacher's manual

WRITE, Mellgren-Walker (Addison-Wesley: 1976).

Listening/Speaking

AMERICAN ENGLISH: PRONUNCIATION AND DICTATION, Marelli (Didier: 1971).

BETWEEN YOU AND ME: GUIDED DIALOGUES FOR CONVERSATION PRACTICE, Malay (Newbury-Nelson: 1974).

CONVERSATIONAL ENGLISH, Brown and Sandburg (Xerox: 1969).

DEVELOPING COMMUNICATIVE COMPETENCE: INTERACTION ACTIVITIES IN ESL, Kettering (University of Pittsburgh: 1975).

ENGLISH CONVERSATION PRACTICE, Taylor (McGraw Hill: 1967).

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ENGLISH: SING IT, Grenough (McGraw Hill: forthcoming 1976).

ENGLISH PRONUNCIATION, Lado and Fries (University of Michigan Press: 1954).

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ENGLISH STRESS AND INTONATION, Croft (ELS: 1961).

ENGLISH TELEPHONE CONVERSATIONS, Ferguson (Collier Macmillan: 1974).

GAMES FOR SECOND LANGUAGE LEARNING, Derry (McGraw Hill: 1966).

IMPROVING AURAL COMPREHENSION, Morley (University of Michigan Press: 1972).
teacher's manual, student's book

LET'S TALK, Finocchiaro (Regents: 1970).

LISTENING AND SPEAKING: DRILLS AND EXERCISES IN ENGLISH PRONUNCIATION, ELS (Collier-Macmillan: 1966).
Consonants and Vowels
Stress and Intonation #1
Stress and Intonation #2

LISTENING DICTATION, Morley (University of Michigan: 1975).

MANUAL OF AMERICAN ENGLISH PRONUNCIATION, Prator and Robinett (Harcourt Brace: 1972).

MASTERING THE INTERNATIONAL PHONETIC ALPHABET, Decker (Regents: 1970).

MODERN SPOKEN ENGLISH, Crowell (McGraw Hill: 1961).

*ORIENTATION IN AMERICAN ENGLISH, TAPEBOOK 3 (IML: 1971).

PRACTICE THROUGH PICTURES, Heaton (Longman: 1971).

PRONUNCIATION CONTRASTS IN ENGLISH, Nilsen and Nilsen (Regents: 1971).

*tapes available

THE PD'S PRONUNCATION DRILLS FOR LEARNERS OF ENGLISH, Trager and Henderson (ELS: 1956).

PRONUNCIATION EXERCISES IN ENGLISH, Clary and Dixson (Regents: 1963).

SKITS IN ENGLISH, Hines (Regents: 1973).

SPOKEN AMERICAN ENGLISH, Yang (Yang's Press: 1973).

*tapes available

PREREQUISITES

Successful completion of ESL 300, or an oral interview and a score of 37 or more on EPT A/B, C/D and the following EPT G/H scores:

Beginning of semester: 15-18 Middle: 16-25 End: 19-27

If students score below 15 on EPT G/H, the EPT A/B, C/D must be given.

In addition, an on-the-spot sample of the student's writing is recommended. Placement must be determined by both the student's oral ability and test score.

OBJECTIVES

General

In ESL 400 students can use the language rather than simply manipulate it. They expand their general ability to communicate and conduct affairs in oral and written English. Because it is a practical possibility for students to enter vocational programs and hold jobs in English speaking environments, they are encouraged to speak and listen to English as much as possible outside the classroom. Since students begin to show interest in acquiring a high school diploma, entering CCSF or other institutions of higher learning, they begin to read and write materials that contain abstract vocabulary and thought that may be academic in content.

Specific

I. Listening

Students will be able to:

A. Respond to oral directions and instructions

B. Understand and respond to English spoken at a normal rate in restricted subject areas such as topics covered in class, in student activities, or in short narratives

C. Participate in conversation with classmates

II. Oral Production

Students will be able to:

A. Interview classmates about their lives, opinions and classroom activities

B. Give short planned presentations on subjects with which they are familiar

C. Recount events and incidents

D. Summarize material studied in class

E. Plan in small groups to carry out classroom projects

F. Converse informally

III. Reading

Students will be able to:

A. Identify main ideas in paragraphs and complete selections

B. Read simple narrative and conversational material (with uncomplicated themes)

C. Define meaning of unknown vocabulary from context

D. Distinguish relations of time, cause and effect, and condition (passive vs. active voice, "if" vs. "when," etc.)

E. Read for explicit information

F. Read for implied information

G. Scan for specific details

H. Read for enjoyment

IV. Writing

Students will be able to:

A. Expand a simple sentence by adding modifying words, clauses, and phrases

B. Write descriptions and narrations in paragraphs

C. Summarize reading and spoken material

D. Punctuate a simple sentence and the complex sentences studied in ESL 200-400

E. Apply phonological rules of English spelling

F. Write dictations of paragraph length

V. Special Skills

Students will be able to:

A. Use maps for neighborhoods, cities, bus lines, highways

B. Use American English/English dictionaries for pronunciation and definitions

C. Use libraries for pleasure reading and simple research

D. Use daily newspapers (want ads, movie schedules, display ads, entertainment, etc.)

E. Fill out application forms for jobs

F. Present themselves effectively at job interviews

G. Take various types of standardized tests

H. Pronounce common last names

I. Understand simple American humor

J. Discuss and describe holidays and celebrations observed in the United States

K. Use telephone directory information, including yellow pages (services, rates, telephone numbers, maps, time zones, etc.)

APPROACH -- METHODS AND MATERIALS

Emphasis in ESL 400 is on refinement of material already introduced in previous classes, with stress on comprehension and expansion of structural forms with special attention to why the structures or forms are used. Students generate original ideas orally and in writing using materials from previous lessons. The diverse linguistic and educational backgrounds of students make it imperative for the teacher to be aware of individual gaps in the use of basic structures and to adapt materials accordingly. Students are encouraged to acquaint themselves with their environment, especially social services, vocational, cultural and educational facilities.

Students participate in controlled and time-limited discussions of current events of general interest, particularly on culturally relevant subjects. Emphasis is now on increasing vocabulary and on producing appropriate structures in contextual situations. At this level, reading is for enjoyment as well as comprehension. Writing is now expanded for originality and use of more complex sentence patterns. Methods include "free" as well as guided writing. Coherence and refinement of structure are emphasized. The teacher, at all times, encourages participation in oral and written work.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

Vocabulary

Words taken from class conversations and class materials

Word derivatives formed by affixes (prefixes and suffixes)

Synonyms, antonyms and homonyms

Idioms and slang expressions

Holidays and celebrations

Places of local interest

Structure

I. Sentence Types
    A. Review
        1. Compound sentences with coordinating conjunctions (100, 200)
        2. Complex sentences
            a. Noun clauses in object position (300)
            b. Adjective clauses (300)
            c. Adverb clauses (300)
        3. Direct and indirect speech (300)
    B. Introduce
        1. Sentences with conjunctive adverb and semicolon

e.g., She didn't study; however, she did well on the test.

2. Complex sentences

   a. Clauses with "so" and "so that"

      e.g., He learned English so he could get a job.

   b. Word order of embedded questions

      e.g., Do you know what time it is?

      Can you tell me where Nell is?

   c. Deletion of relative pronoun and "be"

      e.g., The woman sitting next to me is a teacher.

      A student called John will meet you tonight.

3. Sentences with "in spite of," "because of," "despite," "regardless of," "on account of"

II. Verbs

A. Review

1. Simple present, simple past, future, present perfect (100, 200)
2. Past perfect (300)
3. Past continuous (300)
4. Separable and Inseparable two-word verbs (300)
5. Modals (100, 200)
6. Idiomatic verb phrases ("be used to," "would rather," "had better," "have to") (300)

7. "Say" vs. "Tell" (300)

8. Subject-verb agreement (100)

9. Conditional (present, past and future) (300)

10. Verbs followed by gerunds and/or infinitives (300)

B. Introduce

1. Present continuous

   e.g., A movie is being shown now.

2. Past continuous passive

   e.g., A movie was being shown when the fire drill started.

3. "Going to" future passive

   e.g., A movie is going to be shown tomorrow.

4. Present perfect passive

   e.g., The movie has been shown before.

5. Past perfect passive

   e.g., I arrived after the movie had been shown.

6. Present perfect continous

   e.g., I have been living in the same house for twenty years.

7. Past forms of modals

   e.g., I should have gone yesterday.

   You must have studied hard.

She may have gotten married.

8. Causative verb forms

   e.g., They got me to write this.

   We had our car washed.

9. "If" clauses vs. "wish" form

   e.g., If Jan were here now, I would be very happy.

   I wish Jan were here now.

   If she had known about the problem then, she would have been able to solve it.

   She wishes that she had known about the problem then.

10. (Optional: past perfect continuous) (500)

11. (Optional: future perfect continuous) (500)

III. Nouns

A. Review

Gerunds as subjects (200)

B. Introduce

1. Comparisons of nouns

   e.g., I have more time than money.

2. Multiple adjective word order before a noun

   e.g., It was a big old tumble-down wooden house.

3. "No" vs. "Not"

e.g., I have no information.

I don't have any information.

IV. Pronouns

Review all pronouns, especially used as direct and indirect objects/indefinite pronouns and reflexive pronouns (100, 200, 300)

V. Adjectives

A. Review

1. Adjective phrases (300)
2. Word order in adjective clauses (300)
3. Comparatives and superlatives (100, 200)
4. Past and present participles as adjectives (300)

B. Introduce

1. Past and present participles used as adjectives stressing contrast in meaning

   e.g., She is a boring person.

   She is bored.

2. Adjectives with prepositions (to be ready for, to be excited about, to be afraid of)

VI. Adverbs

A. Review

1. Word order of adverbs of frequency, manner, place and time (200)
2. Adverb phrases (200)

B. Introduce

Correlative conjunctions (either...or, neither...nor, both...and, not only...but also)

EVALUATION

Teachers evaluate the students' progress and the course on both subjective and objective information obtained from students' oral work as well as on their performance in compositions, dictations, exercises, and teacher-made tests. Teacher-made cloze-procedure tests can also provide objective evaluations of the overall student performance at this level. Consultations between teachers of the same student take place during and at the end of the semester.

See the section on testing and evaluation in the introduction for additional information.

Multi-Purpose Texts

*COMPLETE COURSE IN ENGLISH, BOOK 3, Dixson (Regents: 1972).

CONVERSATIONAL ENGLISH, Brown and Sandburg (Xerox: 1969).

CONVERSATIONS IN ENGLISH: POINTS OF DEPARTURE, Dobson and Sedwick (American: 1975).

*ENGLISH FOR TODAY, BOOK 3, NCTE (McGraw Hill: 1972).
teacher's manual, workbook

*ENGLISH 900, BOOK 5, ELS (Macmillan ELS: 1964).

*ENGLISH THIS WAY, Book 7 and 8, ELS (Macmillan ELS: 1963).

AN INTRODUCTION TO CANADIAN ENGLISH, Martin (New Canadian Publications: 1972).

KERNAL LESSONS, INTERMEDIATE, O'Neill, Kingsbury, Yeadon (Longman: 1974).
student's book

*LADO ENGLISH SERIES, BOOK 4, Lado (Regents: 1974).
workbook

LANGUAGE AND LIFE IN THE USA, VOLUME I, Doty and Ross (Harper Row: 1973).

LET'S LEARN ENGLISH, BOOK 4, Wright, Barrett and Katranides (American: 1971).

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teacher's manual, workbook

*NEW HORIZONS IN ENGLISH, BOOK 5, Mellgren-Walker (Addison-Wesley: 1974).
teacher's manual, workbook

*ON SPEAKING TERMS, Harris and Hube (Collier-Macmillan: 1975).

*tapes available

*PRACTICAL CONVERSATIONS IN ENGLISH FOR THE ADVANCED STUDENT, (Regents: 1967).

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Grammar

AMERICAN ENGLISH GRAMMATICAL STRUCTURE, BOOK 4, Nadler (ALI-NYU: 1971).
teacher's manual, laboratory book, reader, composition book, pronunciation book

BUILDING ENGLISH SENTENCES WITH ADJECTIVES, Hall (Regents: 1973).

BUILDING ENGLISH SENTENCES WITH ADVERBS, Hall (Regents. 1971).

BUILDING ENGLISH SENTENCES WITH AUXILIARY VERBS, Hall (Regents: 1973).

BUILDING ENGLISH SENTENCES WITH TWO VERBS, Hall (Regents: 1969).

BUILDING ENGLISH SENTENCES WITH VERBALS, Hall (Regents: 1969).

BUILDING ENGLISH SENTENCES WITH VERBS AND VERB PHRASES, Hall (Regents: 1963).

CONSTRUCTING DIALOGUES, Rand (Holt, Rinehart and Winston: 1969).

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*ENGLISH SELF TAUGHT, BOOKS 7 and 8, Hall (Regents: 1974).

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THE KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1965).
- Adjectives 1
- Adjectives 2
- Nouns
- Prepositions 1
- Prepositions 2
- Two Word Verbs
- Verbs

LET'S WRITE ENGLISH, BOOK 1, Wishon and Burks (American: 1968).

MASTERING AMERICAN ENGLISH, Taylor (McGraw Hill: 1956).

MODERN ENGLISH, VOLUME 1 (2nd Edition), Rutherford (Harcourt Brace Jovanovich: 1975).

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- Moby Dick

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AMERICAN FOLKTALES, BOOK 2, Binner (Crower: 1968).

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ELEMENTARY STORIES FOR REPRODUCTION, Hill (Oxford: 1974).

ENCOUNTERS, Pimsler and Berger (Harcourt Brace Jovanovich: 1974).

FABLES, Kohl (Houghton Mifflin Co.: 1973).

FOLKTALES I, Neumeyer, Thorpe (Houghton Mifflin Co.: 1973).

FOLKTALES II, Neumeyer, Thorpe (Houghton Mifflin Co.: 1973).

THE FOOD WE EAT, Hall (Regents: 1969).

HOLT ADULT BASIC EDUCATION FIRST SERIES, Goss (HRW: 1975).
  The Thomases Live Here

HOW GOVERNMENT WORKS, Hall (Regents: 1970).

IDEAS IN ENGLISH, Saitz and Stieglitz (Winthrop: 1974).

INTERNATIONAL FOLKTALES, BOOK 2, Binner (Crowell: 1970).

LONGMAN STRUCTURAL READERS, STAGE 3, Allen (Ed.) (Longman: 1970's).

MAKING GOVERNMENT WORK FOR YOU, Hall (Regents: 1970).

NEW METHOD SUPPLEMENTARY READERS, STAGE 3, West and Swan (Longman: 1973).

NEW OXFORD SUPPLEMENTARY READERS, GRADE 3A (Oxford: 1970's).

NEW READING SKILL BUILDER, PART I, READING LEVEL 4 (Reader's Digest: 1967).

OXFORD ENGLISH PICTURE READERS (Oxford: 1970's).

OXFORD READING AND EXERCISE SERIES, Dale and Sheeler (Oxford: 1973).
The Angry Sea
Winds of Virtue

PLEASANT BOOKS IN EASY ENGLISH, STAGE 3, Thornley (Ed.) (Longman: varies).

THE PRACTICAL READERS, STAGE 3, Thornley (Ed.) (Longman: varies).
Mrs. Marlow's Money
Three Trains

READER'S DIGEST READINGS, BOOKS 2 and 3 (Reader's Digest: 1964).

READING AND CONVERSATION FOR INTERMEDIATE AND ADVANCED STUDENTS, BOOK I (ELS: 1965).

READING TODAY'S ENGLISH, BOOK 2, Pierce, Humbarger (Steck-Vaughn: 1975).

REAL STORIES, Katz, Chakers and Bromberg (Globe Book Co.: 1971).

STRUCTURE GRADED READINGS IN ENGLISH, BOOK 4, Costinett (Gemini: 1970).

TRUTH AND TALES, Delgado et al. (Silver Burdett: 1967).

TURNING POINT: A COLLECTION OF SHORT BIOGRAPHIES, Kieszak (Globe: 1973).

USA: THE LAND AND PEOPLE, Dixson (Regents: 1968).

WEBSTER EVERYDAY READERS (McGraw Hill: 1952).
   Ben Hur
   The Gold Bug
   To Have and To Hold
   Ivanhoe
   Men of Iron

Writing/Spelling

A FIRST BOOK IN COMPREHENSION, PRECIS AND COMPOSITION, Alexander (Newbury/Longman: 1975).

AMERICAN ENGLISH GUIDED COMPOSITION, Baskoff (Dider: 1971).

ANANSE TALES, A COURSE IN CONTROLLED COMPOSITION, Port and Dykstra (Teacher's College: 1966).
   teacher's manual

BEGINNING COMPOSITION THROUGH PICTURES, Heaton (Longman: 1975).

COMPOSITION THROUGH PICTURES, Heaton (Longman: 1966).

CONSTRUCTING SENTENCES, Rand (Holt Reinhart Winston: 1969).

ELEMENTARY COMPOSITION PIECES, Hill (Oxford: 1964).

GUIDED WRITING AND FREE WRITING, Robinson (Harper and Row: 1967).

KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1965).
   Letter Writing

LET'S WRITE ENGLISH, Wishon and Burks (American: 1968).

LISTENING DICTATION, Morley (University of Michigan Press: 1976).

ORIENTATION IN AMERICAN ENGLISH, READER 3, Costinett (IML: 1970).

PICTURE COMPOSITION BOOK, Hill (Longman: 1960).

PRACTICE, PLAN AND WRITE, BOOK 2, Matthews and Tura (American Book Co.: 1973).

PUT IT IN WRITING, Howatt (Oxford: 1970).

READING, THINKING, WRITING, Lawrence (University of Michigan Press: 1975).

SPELLING FOR FOREIGN STUDENTS OF ENGLISH, Bright (California Book Co.: 1959).

STEPS TO COMPOSITION, Alt and Kirkland (Georgetown: 1973).

STRUCTURE GRADED READING IN ENGLISH, BOOK 2, Costinett (Gemini: 1970).

26 STEPS: A COURSE IN CONTROLLED COMPOSITION, Kunz (LINC: 1972).
teacher's manual

WRITE ME A REAM, Kunz and Vixcount (Teacher's College Press: 1973).

Listening/Speaking

AMERICAN ENGLISH, PRONUNCIATION AND DICTATION, Marelli (Didier: 1971).

CONVERSATIONAL ENGLISH, Brown and Sandburg (Xerox: 1969).

CONVERSATIONS IN ENGLISH, POINTS OF DEPARTURE, Dobson and Sedwick (American: 1975).

DEVELOPING COMMUNICATIVE COMPETENCE: INTERACTION ACTIVITIES IN ESL, Kettering (University of Pittsburgh: 1976).

DEVELOPING COMMUNICATIVE COMPETENCE: ROLEPLAYS IN ESL, Paulston, Britton, Burnett, Hoover (University of Pittsburgh: 1976).

ENGLISH CONVERSATION PRACTICES, Phinney, Hok and Mindewitz (University of Michigan Press: 1968).

TEXTS FOR ESL 400

ENGLISH IN SITUATIONS, O'Neill (Oxford: 1975).

ENGLISH PRONUNCIATION, Lado and Fries (University of Michigan Press: 1954).

ENGLISH: SING IT, Grenough (McGraw Hill: 1976 forthcoming).

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen, Allen and Shute (Crowell: 1966).

ENGLISH STRESS AND INTONATION, Croft (ELS: 1961).

ENGLISH TELEPHONE CONVERSATIONS, Ferguson (Collier-Macmillan: 1975).

GAMES FOR SECOND LANGUAGE LEARNING, Derry (McGraw Hill: 1966).

IMPROVING AURAL COMPREHENSION, Morley (University of Michigan Press: 1972).
  teacher's manual, student's book

LISTENING AND SPEAKING: DRILLS AND EXERCISES IN ENGLISH PRONUNCIATION, ELS (Collier-Macmillan: 1966).
  Consonants and Vowels
  Stress and Intonation #1
  Stress and Intonation #2

LISTENING DICTATION, Morley (University of Michigan Press: 1975).

MANUAL OF AMERICAN ENGLISH PRONUNCIATION, Prator and Robinett (Harcourt Brace: 1972).

MASTERING THE INTERNATIONAL PHONETIC ALPHABET, Decker (Regents: 1970).

MODERN SPOKEN ENGLISH, Crowell (McGraw Hill: 1961).

ON SPEAKING TERMS, Harris and Hube (Collier-Macmillan: 1975).

*ORIENTATION IN AMERICAN ENGLISH, TAPEBOOK 4 (IML: 1971).

*tape available

PRONUNCIATION CONTRASTS IN ENGLISH, Nilsen and Nilsen (Regents: 1971).

THE PD'S, PRONUNCIATION DRILLS FOR LEARNERS OF ENGLISH, Trager and Henderson: (ELS: 1956).

PRONUNCIATION EXERCISES IN ENGLISH, Clary and Dixson (Regents: 1963).

SKITS IN ENGLISH, Hines (Regents: 1973).

Vocabulary

AMERICAN IDIOMS AND IDIOMATIC USAGE, Dixson (Regents: 1973).

CONTEXTUALIZED VOCABULARY TESTS, TEXT 2, Hill (Oxford: 1970).

ESSENTIAL IDIOMS IN ENGLISH, Dixson (Regents: 1951).

HANDBOOK OF AMERICAN IDIOMS, Wierner (Regents: 1958).

IDIOMS IN ACTION: A KEY TO FLUENCY IN ENGLISH, Reeves (Newbury: 1975).

IDIOM DRILLS, McCallum (Crowell: 1970).

THE KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1965).
  Figurative Expressions
  Two Word Verbs
  Vocabulary

READING, SPELLING, VOCABULARY, PRONUNCIATION, BOOK 3, Lewis (Amsco: 1967).

SPECIAL ENGLISH SERIES, ELS (Collier-Macmillan: 1966).
  Agriculture
  Aviation
  Banking
  Engineering
  For Hotel Personnel
  International Trade
  Journalism
  Medicine
  Tourism

STUDY SKILLS FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE Yorkey (McGraw Hill: 1970).

VOCABULARY DEVELOPMENT, Deighton (Macmillan: 1964).

VOCABULARY IN CONTEXT, Franklin, Meikle, Strain (University of Michigan Press: 1968).

PREREQUISITES

Successful completion of ESL 400 or an oral interview and the following EPT G/H scores:

Beginning of semester: 19-27 Middle: 26-32 End: 28-35

Placement must be determined by both the student's oral ability and test score.

In addition, an on-the-spot sample of the student's writing is recommended.

OBJECTIVES

General

In ESL 500 students work for facility and confidence in the use of oral and written English. They are prepared to move from this level to ESL 600 and from there, to high school, advanced ESL classes or vocational programs in preparation for specific jobs. It is now possible for them to participate more actively in life in the United States.

Specific

I. Listening

Students will be able to:

A. Follow television soap operas or simple narratives on TV, film or tape

B. Follow radio or TV quiz shows or newscasts

C. Follow casual conversations between native speakers

D. Respond to class visitors

II. Oral Production

Students will be able to:

A. Discuss information from newspapers, radio, and TV

B. Initiate and participate in discussions using some expressions and vocabulary used in newspapers and radio and TV

C. Ask appropriate questions of visiting speakers

D. Engage in conversations outside of class with native English speakers (neighbors, teachers, students, store clerks, etc.)

E. Give oral presentations to class

F. Speak with understandable pronunciation, refining articulation, intonation and stress

III. Reading

Students will be able to:

A. Read more advanced selections consisting of entire paragraphs including some with abstract concepts

B. Identify main ideas in paragraphs and entire selections

C. Increase speed in silent reading

D. Preview a news article for main ideas from the title, subtitles, illustrations and captions

E. Deduce the meaning of unfamiliar vocabulary from context

F. Read for enjoyment

IV. Writing

Students will be able to:

A. Write paragraph-length dictations

B. Punctuate correctly

C. Recognize and apply the principles of paragraph development and methods of English paragraph organization (chronological order, comparison and contrast, cause and effect)

D. Write free compositions in addition to controlled compositions

E. Write memory-dictations, in which students write down the main ideas of what they remember after the teacher has finished reading the dictation

F. Write letters and keep journals to practice self-expression

V. Special Skills

Students will be able to:

A. Refer to standard American English-English dictionaries for correct spelling and syllabification, pronunciation and stress, and definitions

B. Locate and collect resource material in a library for individual or group projects

C. Take notes from both written and oral classroom material

D. Write business and personal letters

E. Fill out applications

F. Take various types of standardized tests

G. Participate in and observe cultural and community activities (BART, museums, symphonies, public libraries, etc.)

APPROACH -- METHODS AND MATERIALS

In ESL 500, a complete review of all subject matter previously taught is conducted wherever gaps are observed by the instructor. From there, expansion of these items is emphasized, with particular stress on the students' ability to create from their own oral and written ideas using the basic forms already learned. In order to develop ease in their second language, students should be given opportunities to speak with people from this and other countries as much as possible, perhaps to get specific information as part of a class assignment. The teacher will find the use of audiotapes and videotapes of TV and radio programs useful. Reading materials introduce more difficult vocabulary requiring more sophisticated comprehension. Writing becomes more complicated with the use of more complex sentence structures and composition organization in original writing. Oral reading may be conducted in limited amounts for refinement of pronunciation and intonation; it may also be useful for building speaking vocabulary from reading vocabulary.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items under "Course Content" is to be determined by the teacher.

Vocabulary

Expansion of vocabulary in more advanced reading material

Words taken from class conversations, class materials

Pertinent vocabulary from radio, newspapers, and TV for discussion of current events and other class conversations

Study of prefixes, suffixes, and roots from Latin and Greek -- development of a noun, verb, adjective and adverb from a single root, and the grammatical constraints of each

Review and expansion of synonym, antonym, homonym vocabulary

Discussion of acronyms such as NATO, UNICEF, BART, etc. and their meanings

Structure

A determined effort is made in ESL 500 to encourage the student to depend more on English and less upon his native language. For this reason, all patterns and structures introduced in levels 100-400 are reviewed and reinforced, while developing more complex means of expression through nominalizations, subordination, conjunctions, and combinations of the three. In other words, an effort should be made throughout the course to move away from simple sentences, in which only one particular grammar point is illustrated, to more complex sentences.

I. Sentence types

  A. Review

    1. Direct and indirect speech (300)

    2. Compound and complex sentences (100-400)

    3. Sentences with "in spite of," "on account of," etc. (400)

II. Verbs

A. Review

1. Modals (100, 200)
2. Verb tenses: simple past, simple present, future, present continuous, past continuous, present perfect, past perfect, present perfect continuous (100-400)
3. Causative verb forms (400)
4. Irregular verbs (100-400)
5. Passive voice of all tenses listed in (2) above (200, 300, 400)
6. Separable and inseparable two-word verbs (300)
7. Sequence of tenses in sentences containing subordinate clauses (300)
8. Idiomatic verb phrases, especially "be used to," "would rather," "had better," "have to" (100, 200, 300)
9. Conditional past, present and future (300)
10. Verbs followed by gerunds and/or infinitives (300)

B. Introduce

1. Modal auxiliaries in past forms (modal + have + past participle)

   e.g., They must have done it.

2. Future perfect

   e.g., Next month I will have lived in San Francisco for two years.

3. Past perfect continuous

   e.g., She had been working for a long time before she got a raise.

4. Future perfect continuous

   e.g., By two o'clock, we will have been waiting for the plane for three hours.

5. Passive voice -- past perfect continuous, future perfect continuous (no forms -- must use past perfect passive, future perfect passive)

6. Future continuous conditional

   e.g., If he is living in San Francisco, we will visit him.

7. Present continuous conditional

   e.g., If he were living in San Francisco, we would visit him.

8. Present perfect continuous conditional

   e.g., If he has been living in San Francisco, he will know how to get downtown.

9. Past perfect continuous conditional

   e.g., If he had been living in San Francisco, he would have known how to get downtown.

10. Inseparable verbs of more than two words

    e.g., She came down with a nasty cold.

    He put up with her bad manners.

III. Nouns

A. Review

Gerunds (200, 300)

B. Introduce

Appositives

e.g., Bob Beasley, my next door neighbor, bought an electric saw.

IV. Pronouns

Review reflexive and indefinite pronouns (100, 200, 300)

V. Adjectives

A. Review

1. Present and past participles used as adjectives (300, 400)
2. Multiple adjective word order before nouns (400)
3. Adjectives with prepositions (400)
4. Participles used as adjectives (400)

B. Introduce

Two and three-word adjective phrases

e.g., It's a fast-moving drama.

That's a well-made house.

She's an up-and-coming executive.

VI. Adverbs

A. Review

1. Adverbs of time, place and manner (400)
2. "Much" and "many" in comparisons (400)

VII. Prepositions

Review prepositions and preposition word groups (100, 200, 300)

VIII. Conjunctions

Review subordinating, coordinating, and correlative conjunctions

EVALUATION

Teachers evaluate the students' performance and the course on both subjective and objective information obtained from students' class participation, oral and written exercises, quizzes, and teacher-made tests. Consultations between teachers of the same student take place during and at the end of the semester. This evaluation of the students' progress is an important means of determining problem areas or promotion. Standardized tests are sometimes used for overall performance.

See the section on testing and evaluation in the introduction for additional information.

Multi-Purpose Texts

ENGLISH FOR TODAY, BOOK 4, NCTE (McGraw Hill: 1974).
teacher's manual, workbook

ENGLISH 900, BOOK 6, ELS (Macmillan: 1962).
teacher's manual, workbook

*ENGLISH THIS WAY, BOOKS 9 and 10, ELS (Macmillan: 1963).

*INTENSIVE COURSE IN ENGLISH, ADVANCED PARTS 1 and 2 (ELS: 1963).

*KERNAL LESSONS PLUS, O'Neill (Longman: 1973).
teacher's manual, tapescript, tests

MODERN AMERICAN ENGLISH, BOOKS 5 and 6, Dixson (Regents: 1971).
teacher's manual, workbook

*NEW HORIZONS IN ENGLISH, BOOK 6, Mellgren-Walker (Addison-Wesley: 1974).
teacher's manual, workbook

Grammar

ALTERNATIVES IN BUILDING ENGLISH SENTENCES, Hall (Regents: 1969).

BUILDING ENGLISH SENTENCES WITH VERBALS, Hall (Regents: 1969).

CREATIVE PATTERN PRACTICE (Rev.), Whitten (Harcourt Brace: 1975).

ENGLISH FOR ADVANCED STUDENTS, Dixson (Regents: 1957).

ENGLISH PATTERN PRACTICE, Lado and Fries (University of Michigan Press: 1970).
charts

*tapes available

TEXTS FOR ESL 500

*ENGLISH SELF TAUGHT, BOOKS 9 and 10, Hall (Regents: 1974).

ENGLISH SENTENCE STRUCTURE, Krohn (University of Michigan Press: 1971).

GRAMMAR FOR USE, VOLUMES I and II, Hall (IML: 1974).

THE KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1965).
- Adjectives 1
- Adjectives 2
- Figurative Expressions
- Letter Writing
- Nouns
- Prepositions 1
- Prepositions 2
- Two Word Verbs
- Verbs

LET'S WRITE ENGLISH, BOOK 1, Wishon and Burks (American Book Co.: 1968).

MASTERING AMERICAN ENGLISH, Hayden, Pilgrim and Haggard (Prentice Hall: 1956).

MASTERING AMERICAN ENGLISH, Taylor (McGraw Hill: 1956).

MODERN AMERICAN ENGLISH, VOLUME II (2nd Edition), Rutherford (Harcourt Brace: forthcoming).

MODERN ENGLISH: EXERCISES FOR NON-NATIVE SPEAKERS, PART I: PARTS OF SPEECH, Frank (Prentice Hall: 1975).

PRACTICE EXERCISES IN EVERYDAY ENGLISH, Dixson (Regents: 1957).

PRACTICE, PLAN AND WRITE, BOOK 3, Matthews and Tura (Litton: 1973).

RAPID REVIEW OF ENGLISH GRAMMAR (Rev.), Praninskas (Prentice Hall: 1975).

*tapes available

REVIEW EXERCISES FOR ENGLISH AS A FOREIGN LANGUAGE, Allen (Crowell: 1971).

USING ENGLISH, YOUR SECOND LANGUAGE, Danielson and Hayden (Prentice Hall: 1973).
teacher's manual

UTTERANCE RESPONSE DRILLS, Alter, Collier and Steinberg (Prentice Hall: 1966).

Readers

AMERICAN ENGLISH READER, Taylor (McGraw Hill: 1962).

EASY READING SELECTIONS IN ENGLISH, Dixson (Regents: 1962).

ENCOUNTERS, Pimsler and Berger (Harcourt Brace Joavanovich: 1974).

ENGLISH PICTURE READERS, PICTORIAL CLASSICS (Oxford: 1974).

FAMILY LIFE IN THE USA, Alesi and Pantell (Regents: 1962).

INTERMEDIATE COMPREHENSION PASSAGES, Byne (Longman: 1964).

LITTLE STORIES FOR BIG PEOPLE, Gonshack (Regents: 1976).

MAKING GOVERNMENT WORK FOR YOU, Hall (Regents: 1970).

OXFORD PROGRESSIVE ENGLISH READERS, GRADES 1 and 2, Howe (Ed.) (Oxford: 1973).

OXFORD READING EXERCISE SERIES, Dale and Sheeler (Oxford: 1973-4).
The Quiet Man
The Monkey's Paw

PEOPLE IN FACT AND FICTION, Allen (Crowell: 1957).

THE PRACTICAL READERS, STAGE 4, Thornley (Ed.) (Longman: varies).
Stolen Secrets
Television Plan

READER'S DIGEST READINGS, BOOK 4 and 5 (Reader's Digest Services: 1963, 1964).

READING IMPROVEMENT EXERCISES FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Harris (Prentice Hall: 1966).

THE USA: MEN AND HISTORY, Dixson (Regents: 1970).

THE USA: MEN AND MACHINES, Chapman (Regents: 1970).

Note: At this writing (Spring, 1976) there are five readily-available sources of inexpensive ESL readers, each with extensive, graded book lists. Teachers are encouraged to write these publishers for catalogues (see publisher's page) and choose for themselves from the wealth of inexpensive materials available.

Collier Macmillan (graded by vocabulary)

Longman (graded by structure and vocabulary -- books available in American English)

Reader's Digest Readings and Reading Skill Builders (graded by vocabulary)

Regents (graded by vocabulary; some readers keyed to the English 900 Series)

Oxford University Press (graded by vocabulary books; available in American English)

Writing/Spelling

A FIRST BOOK IN COMPREHENSION, PRECIS AND COMPOSITION, Alexander (Longman: 1965).

ANANSE TALES, A COURSE IN CONTROLLED COMPOSITION, Port and Dykstra (Teacher's College: 1966).
teacher's manual

FREE COMPOSITION BOOK, Hill (Oxford Press: 1965).

GUIDED WRITING AND FREE WRITING, Robinson (Harper & Row: 1969).

INTERMEDIATE STORIES FOR COMPOSITION, WORKBOOK, Hill and Popkin (Oxford: 1970).

INTERMEDIATE STORIES FOR COMPOSITION, COMPANION, Hill and Popkin (Oxford: 1970).

INTERMEDIATE STORIES FOR REPRODUCTION, Hill (Oxford: 1965).

THE KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1964).
Letter Writing

LET'S WRITE ENGLISH, Wishon and Burks (American: 1968).

LISTENING DICTATION, Morley (University of Michigan Press: 1976).

PRACTICE, PLAN AND WRITE, BOOK 3, Matthews and Tura (Litton: 1973).

READING, THINKING, WRITING, Lawrence (University of Michigan Press: 1975).

26 STEPS, A COURSE IN CONTROLLED COMPOSITION, Kunz (LINC: 1972).
teacher's manual

Listening/Speaking

ADVANCED STORIES FOR REPRODUCTION, Hill (Oxford: 1965).

*COMMUNICATION SKILLS PROGRAM (Educational Developmental Laboratories) -- tape for native speaker basic education.
Listen (Lesson BK DA)
Listen and Think (BK H)
Listen and Read (BK EA)

DEVELOPING COMMUNICATIVE COMPETENCE: INTERACTION ACTIVITIES IN ESL, Kettering (University of Pittsburgh: 1975).

DEVELOPING COMMUNICATIVE COMPETENCE: ROLEPLAYS IN ESL, Kettering (University of Pittsburgh: 1975).

ENGLISH CONVERSATION PRACTICES, Phiney, Hok and Mankewitz (University of Michigan Press: 1968).

ENGLISH IN SITUATIONS, O'Neill (Oxford: 1975).

ENGLISH: SING IT, Grenough (McGraw Hill: 1976 forthcoming).

GAMES FOR SECOND LANGUAGE LEARNING, Derry (McGraw Hill: 1966).

HANDBOOK OF FREE CONVERSATION, Black (Oxford: 1970).

IMPROVING AURAL COMPREHENSION, Morley (University of Michigan Press: 1972).
teacher's manual, students' book

LISTEN CAREFULLY! Nash (Duckworth, ELS).

LISTENING DICTATION, Morley (University of Michigan Press: 1975).

LISTENING AND SPEAKING: DRILLS AND EXERCISES IN ENGLISH PRONUNCIATION, ELS (Collier-Macmillan: 1966).
- Consonants and Vowels
- Stress and Intonation #1
- Stress and Intonation #2

MANUAL OF AMERICAN ENGLISH PRONUNCIATION, Prator and Robinett (Harcourt Brace: 1972).

MASTERING THE INTERNATIONAL PHONETIC ALPHABET, Decker (Regents: 1970).

*ON SPEAKING TERMS, Harris and Hube (Collier-Macmillan: 1975).

PRONUNCIATION CONTRASTS IN ENGLISH, Nilsen and Nilsen (Regents: 1971).

SELECTIONS FOR DEVELOPING ENGLISH LANGUAGE SKILLS (Rev.) Finocchiaro and Lavenda (Regents: 1973).

*tapes available

SKITS IN ENGLISH, Hines (Regents: 1973).

Vocabulary

ESSENTIAL IDIOMS IN ENGLISH, Dixson (Regents: 1971).

HANDBOOK OF AMERICAN IDIOMS AND IDIOMATIC USAGE, Whitford and Dixson (Regents: 1953).

IDIOM DRILLS, McCallum (Crowell: 1970).

STUDY SKILLS FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Yorkey (McGraw Hill: 1970).

PREREQUISITES

Successful completion of ESL 500 or an oral interview and an on-the-spot sample of student writing, and the following EPT G/H scores:

Beginning of semester: 28-40 Middle: 33-43 End: 40-45

Placement must be determined by the students' oral ability, test score and writing sample.

OBJECTIVES

General

In ESL 600 students are prepared to move to more advanced ESL classes, employment training, employment or high school or college. They continue preparation for further participation in life in the United States. Students are introduced to additional elements of U.S. history, government, geography and economy as well as the multi-cultural aspect of the society. At this level few new structures are introduced; students develop and refine the English to which they have already been introduced. Students read unadapted as well as adapted materials.

Specific

I. Listening

Students will be able to:

A. Respond to speakers of major dialects of English in the classroom and the community

B. Discuss information gained from taped lectures, records, films

C. Participate in group discussions

II. Oral Production

Students will be able to:

A. Speak using the rhythm and intonation of native English speakers

B. Make short organized presentations to the class

C. Participate in group discussions

D. Request information outside the classroom in person or by telephone

E. Participate in conversations with sensitivity to various social and business situations

III. Reading

Students will be able to:

A. Analyze the structure of a sentence, distinguish the main ideas from the subordinate ideas

B. Identify the main idea of a paragraph, recognizing the topic sentence

C. Analyze the structure beyond the sentence and paragraph (transition words, restating of ideas, synonyms for repetition of terms, parallel structure)

D. Infer meaning and recognize themes

E. Analyze and interpret advanced reading material including some with abstract concepts

F. Preview news articles for main ideas, using such tools as the journalistic principles of "who," "what," "when," "where," "how," and "why"

G. Scan material for specific information

H. Read for enjoyment

IV. Writing

Students will be able to:

A. Take dictation (paragraph-length dictation, memory dictation, aural cloze, dictation from tapes, etc.)

B. Paraphrase both written and aural material

C. Write summaries of news articles and narratives

D. Write outlines to focus attention on organization

E. Develop a topic sentence fully, using different methods of development (generalization, hypothesis, chronological order, refutation, etc.)

F. Demonstrate increasing stylistic competence and orderly linking of paragraphs

G. Write more sophisticated paragraphs and compositions, including those with abstract concepts

H. Practice writing rapidly under time limitation

V. Special Skills

Students will be able to:

A. Locate, collect, classify and interpret resource materials in a library

B. Take notes for information

C. Write business and personal letters

D. Fill out general application forms (license, job and college applications)

E. Refer to standard American English-English dictionaries for correct spelling, syllabification, pronunciation, stress, definitions

F. Refer to thesauruses and dictionaries for slang, synonyms, and etymology

G. Write résumés

H. Participate and observe cultural and community activities (public libraries, school committees, concerts, museums, etc.)

I. Participate in humorous exchanges

APPROACH--METHODS AND MATERIALS

Students in ESL 600 have immediate attainable goals which they plan to achieve after completion of the course. This affects the approach teachers should take in selecting materials and methods for the course. "Content area" readers and texts are necessary, but, in addition, real job applications are filled out, real résumés written. Classroom visitors, who are experts in vocational training or higher education, lecture and have discussions with students. Students are given opportunities to polish their writing style. Informative films and practical, eye-opening field trips are of great service to students who, at this level, are proficient enough in some cases to be termed "fluent" in English.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

Vocabulary

Expansion of vocabulary and comprehension in more advanced reading matter

Continued study of prefixes and suffixes, stressing common roots in word analysis

Idioms

Figurative expressions -- similes, metaphors, personification

Continued study of synonyms and homonyms

Slang, formal vs. informal vocabulary (register)

Cultural and regional dialect variations

Structure

In ESL 600 students depend more on English and less on their native language. For this reason, all patterns and structures introduced in levels 100-500 are reviewed and reinforced, while developing more complex means of expression through nominalizations, subordinations, conjunctions and combinations of the three.

I. Sentence Types

Some of the following sentence types have been introduced at earlier levels. However, at this level they entail a more sophisticated level of usage. They are often variant in word order from normal English structure, and a number are primarily literary in usage.

A. Elliptical clause

e.g., Is she taller than you (are)?

While (he was) talking, he waved his arms.

B. Exclamatory sentences

e.g., How beautifully she sings!

What a mess this room is!

C. Participial phrases

e.g., Expecting trouble, the guards were fully armed.

Disturbed by the news, he turned off the radio.

D. Infinitive phrases in subject position

e.g., To change your mind is your privilege.

E. Objective complements

e.g., Work makes him happy.

F. Present subjunctive

e.g., He demanded that Frank go.

G. Negative structures with inverted word order

e.g., Seldom have I seen such a gorgeous sunset.

Rarely have I been so hungry.

H. Affirmative inverted word order

e.g., From the ocean are taken many kinds of fish and sea life.

   I. Contrary-to-fact conditional clauses (300, 400, 500)

   J. "If" vs. "wish" clauses (400)

   K. Noun clauses used as subjects (300)

II. Verbs

   A. Modals (100,200)

   B. Verb Tenses (100-500)

   C. Causative verb forms (400)

   D. Irregular verbs (100, 200, 300)

   E. Passive (200-500)

   F. Separable and inseparable two-word verbs (300)

   G. Inseparable verbs of more than two words (500)

   H. Subject-verb agreement (100)

   I. Verbs with gerunds and/or infinitives (300)

III. Nouns

   A. Gerunds (200, 300)

   B. Appositives (500)

IV. Pronouns

   Reflexive (300)

V. Adjectives

   A. Present and past participles used as adjectives (400)

   B. Two and three-word adjective phrases (500)

EI. Adverbs

Adverbs of time, place, manner (100, 200)

VII. Prepositions

Prepositions and preposition word groups (100, 200, 300)

VIII. Conjunctions

Coordinating, subordinating and correlative conjunctions (100-400)

EVALUATION

Teachers evaluate the students' progress and the course on both subjective and objective information obtained from students' oral work as well as on their performance in compositions, dictations, exercises, and teacher-made tests. Consultations between teachers of the same student take place during and at the end of the semester. This evaluation of the students' progress is an important means of determining promotion or problem areas. Standardized tests are sometimes used for overall performance. Grades may be given on written exercises and composition work to orient students to methods used in high schools and colleges in the United States.

See the section on testing and evaluation in the introduction for additional information.

TEXTS FOR ESL 600

Multi-Purpose Texts

ADVANCED READINGS AND CONVERSATIONS, Costinett (IML:1973)

DEVELOPING FLUENCY IN ENGLISH, Crymes, James, Smith & Taylor (Prentice Hall: 1974).

ENGLISH FOR TODAY, Book 5, NCTE (McGraw Hill: 1975).

*ENGLISH THIS WAY, BOOKS 11 and 12, ELS (Macmillan: 1963).

*KERNAL LESSONS PLUS, O'Neill (Longman: 1973).
Teacher's manual, tapescript, test

MODERN AMERICAN ENGLISH, BOOK 6, Dixson (Regents: 1971).
teacher's manual workbook

MODERN SHORT STORIES, Dixson (Regents: 1950).

Grammar

CREATIVE PATTERN PRACTICE (Rev.), Whitten (Harcourt Brace: 1975).

*ENGLISH SELF TAUGHT, BOOKS 11 and 12, Hall (Regents: 1974).

GRAMMAR FOR USE, VOLUMES I and II, Hall (IML: 1974).

THE KEY TO ENGLISH SERIES, ESL (Collier Macmillan: 1965).
- Figurative Expressions
- Letter Writing
- Prepositions 2
- Two Word Verbs

LET'S WRITE ENGLISH, BOOKS 1 and 2, Wishon and Burks (American Book Co.: 1968).

MASTERING AMERICAN ENGLISH, Hayden, Pilgrim and Haggard (Prentice Hall: 1956).

MODERN ENGLISH, VOLUME II, 2nd Ed., Rutherford (Harcourt Brace: forthcoming).

*tapes available

MODERN ENGLISH: EXERCISES FOR NON-NATIVE SPEAKERS, PARTS I AND II, Frank (Prentice Hall: 1975).

PRACTICE, PLAN AND WRITE, BOOK 3, Matthews and Tura (Litton: 1973).

RAPID REVIEW OF ENGLISH GRAMMAR (Rev.), Praninskas (Prentice Hall: 1975).

USING ENGLISH, YOUR SECOND LANGUAGE, Danielson and Hayden (Prentice Hall: 1973).

UTTERANCE RESPONSE DRILLS, Alter, Collier and Steinberg (Prentice Hall: 1966).

Readers

ACTION STORIES OF TODAY AND YESTERDAY, Cutlip (Amsco School Publication, Inc.: 1971).

ENGLISH FOR TODAY, BOOK 6 (Literature), NCTE (McGraw Hill: 1975).

FICTIONAL DIARIES, Wagner Suid (Houghton Mifflin: 1973).

IDEAS IN ENGLISH: READING IN ESL, Saitz and Stieglitz (Prentice Hall: 1974).

MAN AND HIS WORLD, Kurilecz (Crowell: 1969).

MODERN SHORT STORIES IN ENGLISH, ADVANCED READER, Dixson (Regents: 1950).

OXFORD PROGRESSIVE ENGLISH READERS, GRADE 3, (Howe (ed.) Oxford: 1973).

OXFORD READING EXERCISE SERIES, Dale and Sheeler (Oxford: 1973).
Tale From Tangier

READ, THING AND CHOOSE, Gill (ELS: 1975).

READER'S DIGEST READING, BOOK 6 (Reader's Digest Services: 1964).

READING IMPROVEMENT EXERCISES FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Harris (Prentice Hall: 1966).

SELECTED READINGS IN ENGLISH, Saitz and Carr (Prentice Hall: 1972).

TWENTIETH CENTURY AMERICAN SHORT STORIES, McConochie (ed.) (ELS: 1975).

THE USA: CUSTOMS AND INSTITUTIONS, Dixson (Regents: 1970).

Note: As of this writing (Spring, 1976), there are five readily-available sources of inexpensive ESL readers, each with extensive, graded book lists. Teachers are encouraged to write these publishers for catalogues (see publisher's page) and choose for themselves from the wealth of inexpensive reading materials available.

Collier Macmillan (graded by vocabulary)
Longman (graded by structure and vocabulary -- books available in American English)
Oxford University Press (graded by vocabulary -- books available in American English)
Reader's Digest Readings and Reading Skill Builders (graded by vocabulary)
Regents (graded by vocabulary; some readers keyed to the English 900 series)

Readers for non-native speakers that upper-level ESL teachers have found useful:

Houghton Mifflin: INTERACTION SERIES, LEVELS 2,3,4
TROUBLESHOOTER SERIES, LEVELS 1, 2
ACTIONS SERIES book and reading practice workbooks (selected)

WORLD HISTORY, BOOKS 1-4, Abramowitz (Follet: 1974).

Writing/Spelling

ADVANCED STORIES FOR REPRODUCTION, Hill (Oxford: 1965).

CONTROLLED COMPOSITION IN ENGLISH AS A SECOND LANGUAGE, Paulston & Dykstra (Regents: 1973).

FREE COMPOSITION BOOK, Hill (Oxford: 1966).

GUIDED COMPOSITION WRITING, Baskoff (Chilton).

GUIDED WRITING AND FREE WRITING, Robinson (Harper & Row: 1967).

THE KEY TO ENGLISH SERIES, ELS (Collier Macmillan: 1964).
Letter Writing.

LET'S WRITE ENGLISH, BOOKS 1 and 2, Wishon & Burk (American: 1968).

LISTENING DICTATION, Morley (University of Michigan Press: 1975).

MODERN ENGLISH ESSAY WORKBOOK, Crowell (McGraw Hill: 1964).

OUTLINE COMPOSITION BOOK, Hill (Oxford: 1966).

PARAGRAPH WRITING, Chaplen (Oxford: 1970).

SENTENCE COMBINING: A COMPOSING BOOK, Strong (Random House: 1973).

SPELLING BY PRINCIPLES: A PROGRAMMED TEXT (for native speakers), Smith (Appleton-Century-Crofts: 1966).

WRITING AS A THINKING PROCESS, Lawrence (University of Michigan Press: 1972).
teacher's manual

WRITING ENGLISH, 2nd ed., Ross and Doty (Harper & Row: 1975).

WRITING THROUGH UNDERSTANDING, Arapoff (Holt, Rinehart, Winston: 1970).

Listening/Speaking

ADVANCED STORIES FOR REPRODUCTION, Hill (Oxford: 1965).

DEVELOPING COMMUNICATIVE COMPETENCE: INTERACTION ACTIVITIES IN ESL, Kettering (University of Pittsburgh: 1975).

ENGLISH IN SITUATIONS, O'Neill (Oxford: 1975).

ENGLISH: SING IT, Grenough (McGraw Hill: 1976 forthcoming).

GAMES FOR SECOND LANGUAGE LEARNING, Derry (McGraw Hill: 1966).

HANDBOOK OF FREE CONVERSATION, Black (Oxford: 1970).

IMPROVING AURAL COMPREHENSION, Morley (University of Michigan: 1972).
   teacher's manual, student's book

LISTEN CAREFULLY! Duckworth (ELS: 1971).

LISTENING AND SPEAKING: DRILLS AND EXERCISES IN ENGLISH PRONUNCIATION, ELS (Collier Macmillan: 1966).
   Consonants and Vowels
   Stress and Intonation #1
   Stress and Intonation #2

MANUAL OF AMERICAN ENGLISH PRONUNCIATION, Prator and Robinett (Harcourt Brace: 1972).

MASTERING THE INTERNATIONAL PHONETIC ALPHABET, Decker (Regents: 1970).

*ON SPEAKING TERMS, Harris and Hube (Collier Macmillan: 1975).

*tapes available

TEXTS FOR ESL 600

PRONUNCIATION CONTRASTS IN ENGLISH, Nilsen and Nilsen (Regents: 1971).

SELECTIONS FOR DEVELOPING ENGLISH LANGUAGE SKILLS (Rev.) Finocchiaro and Lavenda (Regents: 1973).

Vocabulary

ADVANCED ENGLISH VOCABULARY, BOOK 1, Barnard (Newbury House: 1971).

FROM RECALL TO FLUENCY, Weaver (University of London Press: 1971).
key

HANDBOOK OF AMERICAN IDIOMS AND IDIOMATIC USAGE, Whitford and Dixson (Regents: 1971).

STUDY SKILLS FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Yorkey (McGraw Hill: 1970).

VOCABULARY FOR THE HIGH SCHOOL STUDENT (native speaker book), Levine (Amsco: 1967).

PREREQUISITES

Successful completion of ESL 600 or an oral interview, an on-the-spot sample of student writing, and a maximum score on EPT G/H (45 and over).

OBJECTIVES

General

ESL Advanced is designed for students going on to high school, college, employment training, or employment. This course prepares ESL students for entrance into society in the United States where they will be expected to function successfully with native speakers of English in the same school or job environment. The course may be regarded as an exit from the environment of ESL classes into a more competitive world. ESL Advanced develops the students' knowledge of U.S. history, civics, and culture introduced through ESL 600, giving them a greater insight into our society.

Specific

I. Listening

Students will be able to:

A. Discuss information gained from lectures, speeches, reports

B. Understand and respond to speakers with a variety of intonation patterns, rates of speech, and dialects

C. Discuss radio and TV programs and movies

II. Oral Production

The students will be able to express themselves fluently in:

A. Discussions involving a variety of subjects in which students express individual opinions

B. Presentations before a group

C. Extensive small group work including conversation, discussion, summarization and feedback

D. Interviews with each other and native speakers to collect specific information

E. Conversations with sensitivity to various social and business situations

III. Reading

Students will be able to:

A. Increase silent reading speed and comprehension

B. Identify the main idea of a paragraph, recognizing the topic sentence

C. Analyze the structure of a selection, distinguishing the main and subordinate ideas

D. Read critically and evaluate for accuracy

E. Analyze and interpret unadapted reading material

F. Infer meaning and recognize themes

G. Skim (preview) selections to determine content

H. Scan material for specific information

I. Develop an increased consciousness of world, national, and community developments by reading current periodicals

J. Enjoy reading outside the classroom

IV Writing

Students will be able to:

A. Write dictations

B. Punctuate correctly

C. Paraphrase written and oral material

D. Write essays, reports, and summaries

E. Write informally in journals, diaries, letters, and timed writings

F. Research and take notes in a library for papers or reports

G. Write a final paper (essay exam, term paper)

V. Special Skills

Students will be able to:

A. Take notes from written and oral material

B. Use the proper forms for letter writing, résumés, and applications

C. Produce a paper or oral presentation through independent study

D. Take standardized tests such as CAT, Scholastic Aptitude Test (SAT), PSAT, CELT, Stanford Achievement Test and Employment Test.

E. Participate in and observe activities relevant to advanced academic training or job placement and advancement (libraries, campuses, training facilities, etc.)

F. Participate in and observe cultural and community activities

G. Participate in humorous exchanges

APPROACH - METHODS AND MATERIALS

It is assumed that students taking ESL Advanced have already been thoroughly exposed to all points of English structure. The goals of ESL Advanced are to further develop the use of grammar which they have learned, substantially add to their English vocabulary and develop the general knowledge needed to function in society in the United States. Students participate actively in using the many linguistic skills which they have acquired during their language learning career and develop the independent approach which they will need in further academic education, vocational training, employment and community and cultural involvement in the United States. Stress is placed on the active use of acquired vocabulary and grammatical skills in their own writing, independent study, individualized language lab techniques, and discussion of subject matter encountered in reading. Grammar texts are used only for reference. Texts are chosen for content, vocabulary, applicability to discussion, and development of reading skills.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives". It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

Vocabulary

Expansion of vocabulary from reading texts, periodicals, unadapted reading, aural material

Continued study of prefixes and suffixes, stressing common roots in word analysis

Idioms

Figurative expressions - metaphors, similes, personification

Continued study of synonyms, antonyms, homonyms

Slang, formal vs. informal vocabulary (register)

Cultural and regional dialect variations

Structure

Structure is based on a contextual grammatical analysis of student writing, student questions about structures encountered in reading, listening, and speaking. See level 600 for possible problem areas in structure.

Particular attention should be given to the following areas:

1. Verb tenses
2. Style (development of facility in the use of a variety of sentence structures)
3. Register (levels of diction)

EVALUATION

Teachers evaluate the students' performance and the course on both subjective and objective information obtained from students' class participation, oral and written work, quizzes and examinations, including standardized tests, e.g., CAT, PSAT, and CELT. Pre-testing and post-testing for achievement in vocabulary, structure and listening comprehension are advisable at this level. In ESL Advanced, student-teacher conferences are particularly recommended. Teachers of ESL Advanced courses also attempt to follow up on the progress of students after they leave for jobs or higher education.

See the section on testing and evaluation in the introduction for additional information.

Multi-Purpose Texts

LANGUAGE AND LIFE IN THE U.S.A., VOLUME II, READING ENGLISH, Doty and Ross (Harper Row: 1968).

ORIENTATION IN AMERICAN ENGLISH, TEXT 6, Costinett, Institute of Modern Languages: 1972).

Grammar Texts

THE KEY TO ENGLISH SERIES, ESL (Collier-Macmillan: 1965).

- Figurative Expressions
- Letter Writing
- Two Word Verbs

REFERENCE HANDBOOK OF GRAMMAR AND USAGE, (Scott, Foresman: 1972).

ENGLISH SIMPLIFIED, Ellsworth (Chandler: 1971).

Readers

ABOUT CONGRESS (BETE: 1966).

ABOUT GOVERNMENT (BETE: 1965).

ABOUT THE CONSTITUTION (BETE: 1967).

ADVANCED READING AND WRITING, EXERCISES IN ENGLISH AS A SECOND LANGUAGE, Baumwoll and Saitz (Holt Rinehart Winston: 1965).

AMERICA AND AMERICANS, Steinbeck (Bantam: 1968)

AMERICAN READINGS, Grindell, Marelli and Nadler (McGraw-Hill: 1964).

CANNERY ROW, Steinbeck (Bantam: 1970).

HOW TO STUDY (BETE: 1967).

IMPRESSIONS OF THE UNITED STATES, Hollander (Holt Reinhart and Winston: 1964).

SPEAKING OF THE U.S.A., Neustadt (Harper Row: 1975).

SUCCESS IN READING, BOOK I & II, Shafer, McDonald and Nason (Silver Burdett: 1967).

TRAVELS WITH CHARLIE, Steinbeck (Bantam Books: 1963).

OUR CALIFORNIA, Pettys (Oxford: 1970).

Writing/Spelling

ADVANCED READING AND WRITING, EXERCISES IN ENGLISH AS A SECOND LANGUAGE, Baumwoll and Saitz (Holt, Rinehart and Winston: 1965).

CONTROLLED COMPOSITION IN ENGLISH AS A SECOND LANGUAGE, Paulston & Dykstra (Regents: 1973).

FUNDAMENTALS OF THE RESEARCH PAPER, Leahy (Kenneth: 1971).

HOW TO STUDY (BETE: 1967).

KEY TO ENGLISH SERIES, ESL (Collier-Macmillan: 1964).
Letter Writing

WRITING AS A THINKING PROCESS, Lawrence (University of Michigan Press: 1972).

Speaking/Listening

SPEAKING OF THE U.S.A., Neustadt (Harper Row: 1975).

References

THE AMERICAN HERITAGE DICTIONARY OF THE ENGLISH LANGUAGE, Daview (Dell: 1973).

CITY COLLEGE OF SAN FRANCISCO CATALOG

SOULE'S DICTIONARY OF ENGLISH SYNONYMS, Soule (ed.) (Bantam: 1974).

WEBSTER"S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE (Rev.), Curlanik (Popular: 1975).

Introduction

In recent years the need for an adult literacy program has become apparent. Although some very impressive work has been done in this district in developing a curriculum for ESL adult literacy, this program is still in an experimental stage. Because of this fact, the following course description is less specific than those of other courses. It is meant to assist teachers in developing a literacy component in ESL instruction in the district either as a separate course or within existing programs.

This course has been set up for students who want to learn to read and write in English. Some of these students are illiterate in their native languages. Some are literate, but in a written language which is not alphabetic (Chinese) or which is based on an alphabet which is not Roman in origin (Arabic, Korean, Persian). Some simply have trouble reading and writing English at a very basic level, enough trouble in some cases to keep them from passing the minimum requirements for citizenship.

This course cannot be considered a "level" of any kind. Some of the students are beginners who cannot function in regular classes because those classes demand literacy skills. Some students are fluent, have been here for several years, have jobs in the community, and have returned only to learn to read and write.

This course must be kept distinct from courses set up for those who learn second languages slowly or for those who are native speakers of English who want to become literate. The development of literacy skills in ESL deals with a different and unique set of problems.

PREREQUISITES

The inability to read and write in English.

OBJECTIVES

General

The goal of this course is to develop literacy. The students' motives vary. For some it means being able to handle literacy tasks on their jobs. For some it means passing citizenship requirements. For some it means preparation for entry into a regular ESL 100 class. For some it means being literate in a literate society.

Specific

The students' reading material will reflect these structures which are used orally in class:

Questions about themselves (name, address, telephone number, age, language)

Command forms

Letters of the alphabet used for street car identification, radio stations, streets, and spelling

Numbers used for dates, time, address, age, bus routes, and streets

Students are taught the concept that letters symbolize sounds. When they have become skilled in relating letters to sounds, they will be able to predict many new words.

Students are taught that words have a visual structure and when they cannot distinguish a particular sound, they can rely on shape.

In writing, students are taught block printing and cursive forms. They will be able to copy sentences and to write a personal note following a simple form using a date, salutation, initial paragraphing, and close. In their writing, they will distinguish capital letters (block printing) from small letters(cursive writing) for names, sentence-initial words, and "I". They will also end questions with a question mark and other sentences with a period.

APPROACH-METHODS AND MATERIALS

A native speaker learning to read comes with a speaking knowledge of the language he is reading. Most ESL student do not. Learning to read and write should contribute to their total language development.

At the end of this section there is an extensive list of textbooks. For the most part, they are inadequate. They are based on the problems and language skills of native speakers. ESL literacy is different. The selection of a text is only the beginning since publishers are still unaware of the needs of ESL students.

Very little is known about ESL adult literacy. At this time, teachers of literacy courses present their students with written English and then observe their strategies and problems. Experience and some studies seem to make these considerations primary.

1. Short term memory problems require that reading and writing selections be kept as short as possible.
2. Reading does not consist of knowing words only. It involves grammar as well. Students can gloss every word and still not know the meaning of a sentence.

3. The structure of English spelling can be looked at as a phoneme-grapheme system of correspondence or as a visually structured system, the system which the hard of hearing seem to use.

4. Since a tremendous amount of concentration is required of beginning literacy students, a two-hour session should consist of a variety of activities, some of which lead to physical activity.

5. Experience with native speakers seems to indicate the following:

    a. Lessons are given out page by page rather than all at once in book form. The students' book is built up progressively.

    b. Stress is placed on the content of the reading material rather than reading instruction.

    c. Reading materials prepared even for a regional use are inferior to those prepared for individual classes.

    d. Emphasis is placed on literacy as a form of communication.

    e. Do not sequence. That is, do not start by learning each letter and then the sound that it symbolizes and then how they occur in words and so forth. Start right in with reading selections based on the students' interests and needs.

6. Many students must be taught special relations in English. For example, some students come from backgrounds where they write "on" the line (Ali) rather than "on" the line (Ali).

7. It doesn't appear to be necessary to teach block printing before cursive writing.

8. Most commercially produced wall charts that show cursive letter formation are too baroque. Many standard writers use cursive forms based on block printed forms for capital letters.

9. Learning the alphabet is not necessary to reading. There are many practical uses for knowing the alphabet which are pointed out elsewhere in this section, but knowing the alphabet as such is not a prerequisite to learning to read.

10. Both cursive and printed letters are based on a set of distinctive features: lines, curves, hooks. It makes more sense to teach cursive "a" along with cursive "c", "o", "d" rather than in a successive order "a" "b" "c".

COURSE CONTENT

Vocabulary and Subject Matter

Whether literacy materials should be based on word frequency in spelling or aptness is in a state of controversy. Probably both are necessary. Adults should not be expected to read about little Mary's birthday party nor should they be asked to work on words like "appreciate." In any case, if a text is chosen, careful attention should be paid to the "hidden curriculum" presented in the text.

There are two good word lists which literacy teachers should have:

Carroll, John B., Peter Davies, Barry Richman, The American Heritage Word Frequency Book, Houghton Mifflin Col., New York, 1971.

Kucera, Henry and W. Nelson Francis, Computational Analysis of Present Day American English, Brown University Press, Providence, 1967.

There is also a book which has listed the words with a close phoneme-grapheme correspondence which is also very helpful:

Hanna, P.R., *Phoneme-Grapheme Correspondence as Cues to Spelling Improvement*, U.S. Department of Health, Education, and Welfare, Office of Education, 1966.

Subject matter should depend on the students. Until specifics can be obtained, these areas seem reasonable for developing functional literacy: food, clothing, shelter, jobs, family needs, entertainment, health, transportation.

Lessons should continually present students with the following tasks: filling out forms, writing notes, and working on cloze procedures for evidence of daily achievement.

Structure

Word Order -- subject, verb, object

e.g., Rosina bought the notebook.

Movement of tense to indicate a question

e.g., Does Ali like it?

Tense attached to negation

e.g., Ali doesn't like it?

Ali isn't there.

Single adjectives preceding nouns

e.g., It's a brown fast-pass.

Deletion of subject in command forms

e.g., Open the door.

Order of place and time adverbs

e.g., I went downtown yesterday.

Yesterday I went downtown.

Pronouns

In subject position

e.g., I slept.

In object position

e.g., John hit me.

Possessive

e.g., My book is here.

In subject-object noun phrase replacement

e.g., Mine is good.

This is mine.

Mine are good.

These are mine.

The Verb Phrase

The form and meaning of tense as a marker, generally, for past (yesterday), not-past (now or tomorrow), or repeated action (everyday).

e.g., He is studying now.

He is studying tomorrow.

He studies every day.

He studied yesterday.

The Noun Phrase

Articles (a, the, some, ϕ)

e.g., I want a book.

I want the book/books.

I want some books.

I want books.

Plurals

e.g., I have two transfers.

I have two children.

Possessives

e.g., Ali's uncle is sick.

Prepositions

Emphasis is placed on content prepositions (e.g., The pink card is in the desk.), rather than grammatical prepositions (e.g., He is in love.).

Conjunctions

Conjunctions connecting words and short sentences (and, but, or)

EVALUATION

Evaluation in literacy work should emphasize formative rather than summative evaluation. Activities in the class give the teacher a daily record of progress and problems. In literacy classes it is important that the teacher go over students' papers each day for progress and problems. At this level, students cannot and should not correct their own work.

See the section on testing and evaluation in the introduction for additional information.

POSSIBLE TEXTS FOR LITERACY CLASSES

CLASSIFYING IDEAS, LEVEL A through C, (Continental Press).

CONTEXTUALIZED VOCABULARY TEST #1, 2, 3 Hill (Oxford University Press: 1970).

DEVELOPMENTAL LEARNING MATERIALS, REACTION CARDS, WORD HUNT PUZZLES #1, (1974).

DON QUIXOTE, Readers Grade #1 (Oxford, University Press: 1964).

EARTH ABIDE, Stewart, George R. (Longman: 1971).

ELEMENTARY COMPREHENSION PIECES, Hill (Oxford University Press: 1965).

ELEMENTARY STORIES FOR REPRODUCTION, Hill (Oxford University Press: (1965).

EVERYDAY READING AND WRITING, Laubach (New Readers Press: 1970).

FAMOUS BLACK AMERICANS, King and King (Steck-Vaugh: 1975).

THE FLYING SPY, Cox (Longman: 1972).

FIRST STEPS IN READING AND WRITING, Machuca (Longman: 1959).

HANDWRITING: CLEAR COMMUNICATION (ADVANCED CURSIVE), Townsend (Steck-Vaughn Press: 1972).
See also, in this series: TAKING MY PLACE, WORKING TOGETHER, MY WORD.
These range from beginning to advanced.

I CAN WRITE ENGLISH, Pellaton (Jacaranda Press: 1974).

INTERMEDIATE COMPREHENSION PIECES, Hill (Oxford University Press: 1970).

INTRODUCING READING: Peabody Rebus Reading Program, Woodcock (ed.) (American Guidance Set: 1969).

LETTERS AND ANNOUNCEMENTS, Cook (New Readers Press: 1975).

LIFE IN MODERN AMERICA, Bromhead (Longman: 1970).

THE MATURE STUDENTS' GUIDE TO READING AND COMPOSITION #1, Lipscomb (Aldine Publishing Co.: 1975).

MYSTERIES, Thornley (Longman: 1965).

NEW STREAMLINED ENGLISH SERIES (New Readers Press: 1971).

NICE WORK, Thornley (Longman: 1965).

PLAYS AND STORIES, Thornley (Longman: 1958).

PUT IT IN WRITING: A NATURAL APPROACH TO WRITING ENGLISH, Howatt (Oxford: 1970).

READING TODAY'S ENGLISH, Pierce (Steck-Vaughn: 1975).

ROBIN HOOD, English Picture Readers (Oxford University Press: 1973).

SEVEN DETECTIVE STORIES, West (Longman: 1969).

SEVEN LITTLE PLAYS, Endicott (Longman: 1935).

SIGNS, Ward (Hougton-Mifflin: 1973).

SIGNS OF LIFE, Hall (Institute of Modern Languages: 1967).

SINBAD THE SAILOR, Dingle (Oxford University Press: 1959).

A SPECIAL PICTURE COOKBOOK, Steed (H and H Enterprises: 1974).

STORIES FROM ANCIENT CHINA, Heaton (Longman: 1964).

TAB AND LIL-COMICS, Morrow (Houghton Mifflin: 1973)

TELEPHONE AND TELEGRAPH, Cook (New Readers Press: 1975).

POSSIBLE TEXTS FOR LITERACY CLASSES

10 STEPS: A COURSE IN CONTROLLED COMPOSITION FOR BEGINNING AND INTERMEDIATE ESL STUDENTS (Language Innovation, Inc.: 1974).

THREE TRAINS (Longman: 1955).

TRAVELLER'S CHEQUE AND OTHER STORIES, Pleasant Books in Easy English (Longman: 1967).

THE WHISTLER, Dale (Oxford University Press, 1973).

Each Community College Center offers English as a Second Language training at all levels - from basic survival English to advanced - and the Centers presently offer over 150 ESL related classes. Classes meet during the day and in the evening, and most students have the use of language laboratory facilities to aid their language learning. After an initial interview with an ESL counselor and an ESL placement test, students are placed in an appropriate level of language class. Students at the ESL 500 level or above may enroll in the many non-ESL classes offered by the Centers.

ESL ADULT LITERACY

Prerequisite: Inability to read and write in English.

Students who are illiterate in their native language, or whose language does not use the roman alphabet, learn to read and write English. Students learn to read and write in cursive script and block printing, and use basic English grammar structures. There is some individualized instruction and small groups participate in a workshop atmosphere. The evaluation of a student's work is a process in which both instructor and student chart the development of literacy.

ESL 50

Prerequisite: Inability to speak or comprehend English.

Students learn basic language skills to meet their daily needs. The course will prepare them for a more systematic study of English in the ESL program. Survival skills such as basic vocabulary, asking and answering simple questions, elementary reading and writing are introduced. There is intensive student/teacher interaction in communication skills with emphasis on individual evaluation of the student's progress in basic language skills.

ESL 100

Prerequisite: Oral interview and placement test.

Students develop the ability to communicate and conduct daily affairs in spoken and written English, including shopping, transportation and emergency services. Vocabulary, fundamentals of grammar and pronunciation are emphasized as a means of teaching these basic skills. Textbooks are used, but speaking and pronunciation are stressed. Evaluation of students is based on their participation in class and their ability to communicate in given situations.

ESL 200

Prerequisite: Successful completion of ESL 100 or oral interview and placement test.

Students develop the ability to communicate and conduct daily affairs in spoken and written English, including the use of the telephone, shopping, banking and knowledge of essential community services. Stress is placed on pronunciation, grammar and vocabulary expansion to develop communication skills. Spoken English is emphasized, but textbooks, exercises and activities to develop reading, spelling and writing skills are an important part of the course. Evaluation of students is based on their participation in class, oral and written work, and the ability to communicate in given situations.

ESL 300

Prerequisite: Successful completion of ESL 200 or oral interview and placement test.

Students assimilate their basic language skills and develop the ability to discuss and write simply about a variety of subjects with accuracy and fluency. They use English/English dictionaries and encyclopedias, and are able to use the telephone directory, banking services and obtain driver's licenses. Although considerable stress still is placed on oral work, there is an increased emphasis on writing. Grammar introduced in ESL 100 and 200 is reviewed and more advanced grammatical structures are introduced. Textbooks are used, but students also read adapted newspaper and magazine articles and carry out classroom projects in groups. Evaluation is based on participation in class, dictations, written exercises, tests and oral work.

ESL 400

Prerequisite: Successful completion of ESL 300 or oral interview, placement test and sample of student writing.

Students develop the ability to communicate and conduct daily affairs such as filling out job applications, using libraries and reading newspapers. In addition, students begin language preparation for future academic and vocational goals. Grammar introduced in ESL 100, 200,and 300 is reviewed, and advanced grammatical structures are introduced. Stress is placed on the development of reading and writing skills. Students engage in individual and group projects. Lectures and textbooks are used for grammar and writing. Evaluation of students is based on their participation in class, written and oral examinations, and compositions. Elective high school credit is available.

ESL 500

Prerequisite: Successful completion of ESL 400 or oral interview, placement test and sample of student writing.

Students increase awareness of and participation in American life through further development of communication skills. There is a review of grammar previously studied and an introduction of advanced grammatical structures. Written compositions and oral presentations are a basic part of the course. Mass media (radio, TV) are used to develop listening skills. Students write business letters, resumes, conduct interviews of classroom visitors, participate and assess cultural and community activities. Students' work is evaluated on the basis of their participation in class, written and oral examinations and compositions. Elective high school credit is available.

ESL 600

Prerequisite: Successful completion of ESL 500 or oral interview, placement test and sample of student writing.

This course enables students to study for a high school diploma, prepare for college entrance or employment training. A review of English grammar, advanced reading skills, composition and student research projects are basic components of the course. Students take notes from lectures and films, and small group discussions are held to resolve issues. Students practice taking standardized tests for jobs and college entrance. Evaluation of students is based on their participation in class,written and oral examinations and compositions. Elective high school credit is available.

ESL Advanced

Prerequisite: Successful completion of ESL 600 or oral interview, maximum score on placement test and sample of student writing.

This course is designed to develop skills necessary for students to function successfully in academic situations in "regular" (non-ESL) classes on high school, college and university levels. Emphasis is placed on expansion of vocabulary, grammatical analysis and comprehension and other reading skills. Writing, including compositions and research, is emphasized also. Students utilize textbooks, reference materials, newspapers and standardized tests. Discussions, oral presentations, and language laboratory techniques are used to achieve active student participation in the use of acquired vocabulary and grammatical skills. Students are evaluated on class participation, oral and written work, quizzes and examinations including standardized tests. Elective high school credit is available.

MASTER TEXTBOOK LIST

Author, publisher and date of publication are found in the book lists at the ends of the multi-level and specific level sections.

In order to ensure teaching continuity and to guarantee that textbooks are used at the designated level, teachers may, if necessary, select textbooks recommended for levels lower than those they are teaching; however, books designated for higher levels may not be used.

	ML	50	100	200	300	400	500	600	ADV
Access to English									
Book 1			X						
Book 2				X					
Active Context English									
Book 1			X						
Book 2				X					
Book 3					X				
Active English: Understand, Practice, Communicate			X	X					
Advanced Reading and Conversation								X	
American English Grammatical Structure									
Book 1			X						
An Introduction to Canadian English					X	X			
A Short Course in Spoken English			X						
Beginning American English			X						
Beginning Lessons in English			X						
Complete Course in English									
Book 1			X						
Book 2				X					
Book 3					X				
Conversational English	X				X	X			
Conversations in English: Points of Departure	X					X			
Developing Fluency in English	X							X	

	ML	50	100	200	300	400	500	600	ADV
Elementary Course in English									
Book 1			X						
Book 2				X					
English for a Changing World									
Book 1			X						
Book 2				X					
Book 3					X				
English for Today (revised)									
Book 1	X		X						
Book 2	X			X	X				
Book 3	X					X			
Book 4	X						X		
Book 5	X							X	
English in Action	X		X						
English is Spoken									
Book 1				X					
English 900									
Book 1		X	X						
Book 2				X					
Book 3				X					
Book 4					X				
Book 5						X			
Book 6							X		
English One			X						
English Step by Step With Pictures		X	X						
English This Way									
Book 1			X						
Book 2			X						
Book 3				X					
Book 4				X					
Book 5					X				
Book 6					X				
Book 7						X			
Book 8						X			
Book 9							X		
Book 10							X		
Book 11								X	
Book 12								X	

	ML	50	100	200	300	400	500	600	ADV
English: Your New Language									
Book 1	X		X	X					
Book 2	X			X	X				
ESL: A New Approach for the 20th Century		X	X	X					
Everyday English									
Volume I		X	X						
Volume II			X						
First Book of American English				X					
Intensive Course in English									
Part I			X						
Intensive Course in English									
Advanced, Part I			X						
Part II							X		
Intermediate English for Adults				X					
Introduction to Canadian English					X	X			
Kernal Lessons, Intermediate					X	X			
Kernal Lessons, Plus							X	X	
Lado English Series									
Book 1	X	X	X						
Book 2	X		X	X					
Book 3	X			X	X				
Book 4	X					X			
Language and Life in the USA									
Volume I					X	X			
Volume II									X
Learning to Use English									
Book 1			X						
Book 2				X					
Let's Learn English									
Beginning Course, Part 1	X	X	X						
Part 2	X			X					
Book 2	X				X				
Book 3	X				X				
Book 4	X					X			

	ML	50	100	200	300	400	500	600	ADV
Let's Speak English									
Book 1	X		X						
Book 2	X			X					
Mastering American English									
Book 2				X					
Modern American English									
Book 1			X						
Book 2				X					
Book 3				X	X				
Book 4					X	X			
Book 5						X	X		
Book 6								X	
Modern English Primer									
Part 1			X						
Part 2				X					
Modern Short Stories								X	
New Horizons in English									
Book 1		X	X						
Book 2			X						
Book 3				X					
Book 4					X				
Book 5						X			
Book 6							X		
No Hot Water Tonight	X			X	X				
On Speaking Terms	X					X			
Orientation in American English									
Level 1	X	X	X						
Level 2	X		X						
Level 3	X			X					
Level 4	X				X				
Level 6	X								X

MULTI-PURPOSE BOOKS

	ML	50	100	200	300	400	500	600	ADV
Practical Conversations in English for Beginning Students			X						
Practical Conversations in English for Intermediate Students				X					
Practical Conversations in English for Advanced Students					X	X			
Practical English									
Book 1		X	X						
Book 2		X	X						
Book 3			X	X					
Book 4			X	X					
Second Book in English					X				
Second Book of American English					X	X			
Spoken English			X						
Welcome to English									
Book 1			X						
Book 2			X	X					
Book 3				X					
Book 4					X				

	ML	50	100	200	300	400	500	600	ADV
Alternates in Building English Sentences	X						X		
American English Grammatical Structure									
Book 1	X		X						
Book 2	X			X					
Book 3	X				X				
Book 4	X					X			
Building English Sentences With Adjectives	X					X			
Building English Sentences With Adverbs	X					X			
Building English Sentences With Auxiliary Verbs	X					X			
Building English Sentences With BE	X			X					
Building English Sentences With One Verb	X			X	X				
Building English Sentences With Two Verbs	X				X	X			
Building English Sentences With Verbals	X					X	X		
Building English Sentences With Verbs and Verb Phrases	X				X	X			
Contemporary Review Exercises									
Book I			X	X					
Book II			X	X					
Constructing Dialogues	X					X			
Contemporary Spoken English									
Book 1			X						
Book 2			X	X					
Book 3				X					
Book 4					X				
Book 5					X				

GRAMMAR BOOKS

	ML	50	100	200	300	400	500	600	ADV
Creative Pattern Practice (revised)							X	X	
Drills in English					X	X			
English for Advanced Students							X		
English Grammar Exercises									
Book 1			X	X					
Book 2				X	X	X			
Book 3						X			
English Pattern Practice					X	X	X		
English Self-Taught									
Book 1	X		X						
Book 2	X		X						
Book 3	X			X					
Book 4	X			X					
Book 5	X				X				
Book 6	X				X				
Book 7	X					X			
Book 8	X					X			
Book 9	X						X		
Book 10	X						X		
Book 11	X							X	
Book 12	X							X	
English Sentence Structures					X	X	X		
English Simplified									X

	ML	50	100	200	300	400	500	600	ADV
Graded Exercises in English				X	X	X			
Grammar for Use									
Volume I							X	X	
Volume II							X	X	
Key to English Series									
Adjectives I					X	X	X		
Adjectives II					X	X	X		
Nouns					X	X	X		
Prepositions I					X	X	X		
Prepositions II						X	X	X	
Two Word Verbs					X	X	X	X	X
Verbs					X	X	X		
Figurative Expressions							X	X	X
Letter Writing							X	X	X
Learning American English				X	X				
Let's Talk				X					
Let's Write English									
Book 1					X	X	X		
Book 2							X	X	
Mastering American English (Hayden, et al.)							X	X	
Mastering American English (Taylor)	X				X	X	X		
Mastering Spoken English									
Workbook 1			X	X					
Modern English									
Volume I					X	X			
Volume II							X	X	
Modern English: Exercises for Non-Native Speakers									
Part I	X						X	X	
Part II	X							X	

	ML	50	100	200	300	400	500	600	ADV
Practice Exercises in Everyday English							X		
Practice, Plan and Write									
Book 1	X				X				
Book 2	X					X			
Book 3	X						X	X	
Practicing American English Workbook 1			X						
Rapid Review of English Grammar (revised)							X	X	
Reading Your Way to English Book 1						X			
Reference Handbook of Grammar and Usage									X
Regents English Workbook									
Book 1	X		X						
Book 2	X			X					
Book 3	X				X				
Book 4	X					X			
Review Exercises for English as a Foreign Language	X			X	X	X	X		
Review Exercises in English Grammar				X					
Using English, Your Second Language							X	X	
Utterance Response Drills						X	X	X	

	ML	50	100	200	300	400	500	600	ADV
About Congress									X
About Government									X
About the Constitution									X
Action Stories of Today and Yesterday								X	
Advanced Reading and Writing, Exercises in English as a Second Language									X
All in a Day's Work					X				
America and Americans									X
American Classics:									
House of Seven Gables					X				
Moby Dick						X			
American English Reader							X		
American English									
Readings I	X				X				
Readings II	X					X			
American Folk Tales									
Book I					X				
Book II						X			
American Readings									X
Busy People, Busy Places			X						
California Here and Now						X			
Cannery Row									X
Christmas Story						X			
Codebook A						X			
Collier Macmillan Readers									
Cowboys in Alaska						X			
The Love Letter					X	X			
The People Speak				X					
The Silver Elephant					X				
Controlled Reading Study Guide: Set DA						X			

	ML	50	100	200	300	400	500	600	ADV
Easy Reading Selections in English					X	X	X		
Elementary Comprehension Pieces				X	X				
Elementary Stories for Reproduction						X			
Encounters						X	X		
English for Today, Book 6								X	
English Picture Readers									
Sinbad the Sailor				X					
Robin Hood				X					
English Picture Readers Pictorial Classics							X		
English Stories for Reproduction				X					
Fables						X			
Family Life in the USA							X		
Fictional Diaries								X	
Folk Tales 1					X	X			
Folk Tales 2						X			
Food We Eat					X	X			
Flying Spy			X	X					
A Handful of Letters					X				
Holt Adult Basic Education First Series: The Thomases Live Here						X			
How Government Works						X			
How To Study									X

	ML	50	100	200	300	400	500	600	ADV
Ideas in English: Readings in ESL							X	X	X
Impressions of the United States									X
Intermediate Comprehension Passage							X		
International Folk Tales									
Book 1	X				X				
Book 2	X					X			
June and Augustus			X	X					
Legends					X				
Little Stories for Big People							X		
Longmans Structural Readers									
Stage 1				X					
Stage 2					X				
Stage 3						X			
Making Government Work For You	X					X	X		
Man and His World								X	
Modern Short Stories in English Advanced Reader								X	
New Method Supplementary Readers									
Stage 2					X				
Stage 3						X			
New Oxford Supplementary Readers									
Grade 2A					X				
Grade 3A						X			
New Reading Skill Builder - Part 1									
Reading Level 3					X				
Reading Level 4						X			
The New Streamlined English Series									
City Living			X						
In the Valley			X						

	ML	50	100	200	300	400	500	600	ADV
Noses and Toes, and Up and Down and In and Out Book			X						
Our California									X
Orientation in American English									
Reader 1 (blue)			X						
Reader 2 (yellow)				X					
Reader 3 (orange)					X				
Reader 4 (green)						X			
Reader 6									X
Oxford English Picture Readers					X	X			
Oxford Progressive English Readers									
Grade 1							X		
Grade 2							X		
Grade 3								X	
Oxford Reading and Exercise Series									
The Whistler				X	X				
The Angry Sea					X	X			
Winds of Virtue						X			
The Quiet Man							X		
The Monkey's Paw							X		
Tale from Tangier								X	
People in Livingston					X				
People in Fact and Fiction						X			
Pleasant Books in Easy English									
Stage 1				X					
Stage 2					X				
Stage 3						X			
Practical Readers:									
Stage 1				X					
Stage 2					X				
Stage 3						X			
Stage 4							X		
Read, Think and Choose								X	
Reader's Digest New Reading Skill Builder, Part 1			X						

	ML	50	100	200	300	400	500	600	ADV
Reader's Digest Readings									
Book 1				X	X				
Book 2						X			
Book 3						X			
Book 4							X		
Book 5							X		
Book 6								X	
Reader's Digest Stories									
Step 3					X				
Reading and Conversation for Intermediate and Advanced Students, Book 1						X			
Reading Improvement Exercises for Students of ESL	X						X	X	
Reading Plus - Level A				X					
Reading Today's English									
Book 1	X				X				
Book 2	X					X			
Real Stories						X			
Ruth					X				
Selected Readings in English								X	
Signs of Life					X				
Sounds and Syllables				X					
Speaking of the USA									X
Structure Graded Readings in English									
Book 3	X				X				
Book 4	X					X			
Success in Reading									
Book I									X
Book II									X
Toward a Better World					X				
Travels With Charlie									X
Truth and Tales					X	X			

	ML	50	100	200	300	400	500	600	ADV
Turning Point: A Collection of Short Biographies					X	X			
Twentieth Century American Short Stories	X								X
The USA: Customs and Institutions								X	
The USA: The Land and the People						X			
The USA: Men and History							X		
The USA: Men and Machines							X		
Visiting the USA				X					
Webster Everyday Readers									
Ben Hur						X			
Bob, Son of Battle					X				
The Gold Bug						X			
To Have and To Hold						X			
Indian Paint					X				
Ivanhoe						X			
Men of Iron						X			
The Trojan War					X				
Wild Animals I have Known					X				
Yes and No - A Book of Opposites			X						

	ML	50	100	200	300	400	500	600	AD
Advanced Reading and Writing, Exercises in English as a Second Language									X
Advanced Stories for Reproduction								X	
A First Book in Comprehension, Precis and Composition					X	X	X		
American English Guided Composition					X	X			
Ananse Tales: A Course in Controlled Composition					X	X	X		
Beginning Composition Through Pictures			X	X	X	X			
Composition Through Pictures			X	X	X	X			
Constructing Sentences	X				X	X			
Controlled Composition in English as a Second Language								X	X
Elementary Composition					X	X			
English Sounds and Their Spellings		X	X	X	X				
Free Composition Book							X	X	
Fundamentals of the Research Paper									X
Guided Composition Writing								X	
Guided Writing and Free Writing	X				X	X	X	X	
A Handful of Letters					X				
Handwriting for Students of English as a Second Language			X						

	ML	50	100	200	300	400	500	600	ADV
Help Yourself to Read, Write and Spell				X					
How to Study									X
Imaginary Line Handwriting, Beginning Cursive		X	X						
Intermediate Stories for Composition Workbook Companion							X		
Intermediate Stories for Reproduction							X		
Key to English Series: Letter Writing					X	X	X	X	X
Let's Write English					X	X	X	X	
Listening Dictation					X	X	X	X	
Modern English Essay Workbook								X	
Orientation in American English Reader 3 (Orange)					X	X			
Outline Composition Book								X	
Paragraph Writing								X	
Picture Composition Book				X	X	X			
Practice, Plan and Write									
Book 1					X				
Book 2						X			
Book 3							X		
Put It in Writing					X	X			
Reading, Thinking, Writing						X	X		

	ML	50	100	200	300	400	500	600	ADV
Sentence Combining: A Composing Book								X	
Situational English Language Picture Series			X	X					
Spelling for Foreign Students of English					X	X			
Spelling by Principles: A Programmed Text								X	
Step to Composition					X	X			
Structure Graded Readings in English, Book 2					X	X			
10 Steps	X			X	X				
26 Steps	X					X	X		
Write			X	X	X				
Write Me a Ream						X			
Writing as a Thinking Process	X							X	X
Writing English								X	
Writing Through Understanding								X	

	ML	50	100	200	300	400	500	600	ADV
Advanced Stories for Reproduction							X	X	
American English: Pronunciation and Dictation					X	X			
Between You and Me				X	X				
Communication Skills Program									
Listen							X		
Listen and Think							X		
Listen and Read							X		
Conversational English					X	X			
Conversations in English: Points of Departure						X			
Developing Communicative Competence: Interaction Activities in ESL					X	X	X	X	
Developing Communicative Competence: Roleplays in ESL					X	X	X	X	
English Conversation Practice (Taylor)				X	X				
English Conversation Practices (Phinney, et al.)	X				X	X	X		
English in Situations						X	X	X	
English Pronunciation			X	X	X	X			
English: Sing It			X	X	X	X	X	X	
English Sounds and Their Spellings			X	X	X	X			
English Stress and Intonation			X	X	X	X			
English Telephone Conversations					X	X			

	ML	50	100	200	300	400	500	600	ADV
Games for Second Language Learning			X	X	X	X	X	X	
Guided English Conversation				X					
Handbook of Free Conversation							X	X	
Improving Aural Comprehension	X				X	X	X	X	
Language Teaching Games			X						
Listen and Guess, Book 1				X					
Listen Carefully							X	X	
Listening and Speaking Drills and Exercises in English Pronunciation									
Consonants and Vowels					X	X	X	X	
Stress and Intonation #1					X	X	X	X	
Stress and Intonation #2					X	X	X	X	
Listening Dictation					X	X	X	X	
Manual of American English Pronunciation					X	X	X	X	
Mastering the International Phonetic Alphabet					X	X	X	X	
On Speaking Terms						X	X	X	
Orientation in American English									
Tapebook 1			X						
Tapebook 2			X	X					
Tapebook 3					X				
Tapebook 4						X			

	ML	50	100	200	300	400	500	600	ADV
Practice Through Pictures			X	X	X				
Pronunciation Contrasts in English		X	X	X	X	X	X	X	
Pronunciation Exercises in English					X	X			
The PD's, Pronunciation Drills for Learners of English					X	X			
Selections for Developing English Language Skills	X						X	X	
Skits in English						X	X	X	
Spoken American English					X				

	ML	50	100	200	300	400	500	600	ADV
Advanced English Vocabulary Book 1								X	
American Idioms and Idiomatic Usage						X			
Contextualized Vocabulary									
Tests									
Text 1					X				
Text 2						X			
Essential Idioms in English					X	X	X		
From Recall to Fluency								X	
Handbook of American Idioms					X	X			
Handbook of American Idioms and Idiomatic Usage							X	X	
Idioms in Action	X				X	X			
Idioms in English: A Key to Fluency in English						X			
Idiom Drills					X	X			
Key to English Series									
Figurative Expressions						X			
Two Word Verbs						X			
Vocabulary					X	X			
Reading, Spelling, Vocabulary, Pronunciation, Book 3						X			

	ML	50	100	200	300	400	500	600	ADV
Special English Series:									
Agriculture						X			
Aviation						X			
Banking						X			
Engineering						X			
For Hotel Personnel						X			
International Trade						X			
Journalism						X			
Medicine						X			
Tourism						X			
Study Skills for Students of ESL						X	X	X	
Vocabulary Development					X	X			
Vocabulary for the High School Student								X	
Vocabulary in Context					X	X			

DICTIONARIES FOR STUDENTS

100-300 ABC WORD BOOK, Scarrey (Random House: 1971).

600-ADV. ADVANCED LEARNER'S OXFORD ENGLISH DICTIONARY

400-ADV. AMERICAN HERITAGE DICTIONARY OF THE ENGLISH LANGUAGE, Davies (Dell: 1973).

100-300 BEST WORD BOOK EVER, Scarrey (Random House: 1963).

100-600 ENGLISH DUDEN DICTIONARY (MLD, Harrap and Co., Ltd.).

100-200 500 WORDS TO GROW ON, McNaught (Random House: 1973).

100-200 MY DICTIONARY, Monroe, Greet, Schiller (Scott Foresman: 1970).

200-300 THE NEW HORIZON LADDER DICTIONARY OF THE ENGLISH LANGUAGE FOR YOUNG READERS,
Shaw and Shaw (New American Library: 1969).

600-ADV SOULE'S DICTIONARY OF ENGLISH SYNONYMS, Soule (ed.) Sheffield (Bantam: 1974).

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Listening Comprehension Tapes

Anecdote Tape Series Schultz and Tragardh, John Adams CCC, 1972	18 tapes; short humorous anecdotes followed by comprehension questions; dittos of stories available (non-commercial)	JA ACCC MLVS Fil-Am
Improving Aural Comprehension Morley, University of Michigan Press, Ann Arbor, 1972	dictated passages of factual information to accompany workbook by same title	JA CRDC Fil-Am MLVS
Listen and Guess, Books 1 and 2 Allen, McGraw Hill, 1965	tapes to accompany workbook by same title	ACCC JA
Nasreddin Series Schultz and Tragardh John Adams CCC, 1972	9 tapes; short humorous stores based on the Turkish folk character; followed by comprehension questions; dittos of stories available (non-commercial)	JA ACCC Fil-Am MLVS
Stanford Listening Comprehension Tapes	20 tapes on popular topics from TV and radio interviews (non-commercial)	MLVS
University Explorer Tapes UC Berkeley, English for Foreign Students, 1971	26 tapes on which are clips from live radio programs on academic subjects; accompanied by worksheets	JA

Pronunciation Tapes

Consonants and Vowels English Language Services Collier-Macmillan, 1967	24 tapes which accompany workbook by same title	ACCC SC JA
English Pronunciation Lado and Fries, ELI, University of Michigan Press, Ann Arbor, 1969	Exercises in sound segments, intonation and rhythm to accompany book by same title	SC MLVS Fil-Am
Stress and Intonation, Part 1 English Language Services Collier-Macmillan, 1967	14 tapes which accompany workbook by same title	SC Fil-Am
Stress and Intonation, Part II English Language Services Collier-Macmillan, 1967	16 tapes which accompany workbook by same title	SC Fil-Am

Structure Tapes

Beck Structure Series Beck, Fil-Am English Language Center, San Francisco, 1972	10 beginning and low-intermediate level tapes which are visually cued with individual student charts; vocabulary especially chosen for clerical jobs (non-commercial)	Fil-Am MLVS
English Pattern Practices Lado & Fries, ELI, University of Michigan Press, 1970	tapes which accompany text by same title	MLVS SC Fil-Am JA
English Self-Taught, Books 1-6 Hall, Regents, New York, 1974	tapes corresponding to the texts; drill includes repetition and Q/A cued pictures in text	ACCC

English Sentence Patterns, Lado & Fries, ELI, University of Michigan, Ann Arbor, 1970	tapes to accompany text by same title	MLVS SC Fil-Am JA
Utterance-Response Drills Alter, Collier & Steinberg, Prentice-Hall, Englewood Cliffs, New Jersey, 1966	42 tapes corresponding to the text; stimulus-response type drills covering a wide range of grammatical points; (non-commercial)	MLVS Fil-Am

Multi-Purpose Tapes

Access to English as a Second Language, Books 1 and 2 Breckenridge, McGraw-Hill International, 1973	tapes to accompany texts by same title	ACCC MLVS
English for Today 1st ed. & rev. ed., Books 1-3 NCTE, McGraw-Hill	tapes to accompany books by same title	SC
English 900, Books 1-6 English Language Services, Collier-Macmillan, 1964	180 tapes (approximately 10 reels per book) to accompany texts by same title	ACCC
English: Your New Language Book 1 Bernardo & Pantell Silver Burdett Co.,1966	15 tapes to accompany text by same title	ACCC JA
Intensive Course in English, English Language Services	100 tapes	ACCC

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Lado English Series Books 1-6 Lado, Regents, New York	20 tapes per book	SC
Let's Learn English Book 4 American Book Company	tapes to accompany text by same title	ACCC
Mastering Spoken (American) English Taylor, McGraw-Hill	6 reels, 100 lessons, to accompany workbook by same title	ACCC
Modern English, 2nd ed., Vol. 1 Rutherford, Harcourt Brace Jovanovich, Inc., 1975	tapes to accompany 15 units in the text include dialogue, sound patterns, and dictation	ACCC
Orientation in American English, Books 1-6 Hall & Costinett, Institute of Modern Languages, Inc., 1971	50 tapes which correspond to the texts and tape-books by same title	ACCC MLVS JA

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BOOKS

A FIRST CROSSWORD PUZZLE BOOK (500 Word Level), Hill and Popkin (Oxford: 1968).

A SECOND CROSSWORD PUZZLE BOOK (1000 Word Level), Hill and Popkin (Oxford: 1969).

A THIRD CROSSWORD PUZZLE BOOK (1500 Word Level), Hill and Popkin (Oxford: 1970).

A FOURTH CROSSWORD PUZZLE BOOK (2000 Word Level), Hill and Popkin (Oxford: 1971).

EASY CROSSWORD PUZZLES FOR PEOPLE LEARNING ENGLISH, Allen (ELS: 1956).

FUN WITH ENGLISH, Hauptman and Upshur (Collier Macmillan: 1975).

GAMES FOR SECOND LANGUAGE LEARNING, Derry (McGraw Hill: 1966).

LANGUAGE GAMES AND CONTESTS,Lee (Oxford: 1965).

MORE EASY CROSSWORD PUZZLES, Allen (ELS:1970).

GAMES

AD-LIB (Milton Bradley) - scrabble crossword game - spelling

CAST A SPELL (Houghton Mifflin) - spelling game

JABBERWOCKY, Wakeman (Longman) - structure game

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PICTURES IN BOOK FORM

ADVERTISEMENTS, Moffett (ed.) (Houghton Mifflin Co.: 1973).

THE FAMILY OF MAN, Steichen (Museum of Modern Art: 1955).

PHOTOS 2, Moffett (ed.) (Houghton Mifflin: 1973),

PHOTOS 3, Moffett (ed.) (Houghton Mifflin: 1973),

PHOTOS WITH CAPTIONS 2, Moffett (ed.) (Houghton Mifflin: 1973).

PHOTOS WITH CAPTIONS 3, Moffett (ed.) (Houghton Mifflin: 1973).

PICTURE PAGE PACKETS (LINC)- each packet has 25 copies of page and instructions

PICTURES FOR FREE ORAL EXPRESSION, Bryne and Wright (Longman: 1974).

SIGNS 1, Moffett (ed.) (Houghton Mifflin: 1973).

SIGNS 2, Moffett (ed.) (Houghton Mifflin: 1973).

SIGNS, BOOKS 1, 2, 3, Gordon (New Readers Press: 1971).

WHAT DO YOU THINK?, Byrne and Wright (Longman: 1975).

PICTURES (DISPLAY SIZE) AND FLASH CARDS

FLASH CARDS, English Around the World (Scott Foresman).

FLASH CARDS, Kriedler and Sutherland (University of Michigan).

FLASH CARDS, LEVEL 1, Peabody Language Development Kits (American Guidance Service, Inc: 1965).

HARPER AND ROW DISCUSSION PICTURES (Harper and Row: 1967).

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RECORDS

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HARD TO LEARN THAT ENGLISH AS A SECOND LANGUAGE BLUES, Byrd and Wellman (Collier Macmillan: 1975).

MISTER MONDAY AND OTHER SONGS FOR THE TEACHING OF ENGLISH, GOODBYE RAINBOW AND SUNDAY AFTERNOON, The Solid British Hat Band (Longman).

OTHER

AUDIO-VISUAL ENGLISH, SETS 1 and 2, Heffernan-Cabrera (Collier Macmillan) - filmstrips, records and tapes

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SOUND FOUNDATION PROGRAM #256 (Developmental Learning Materials).

SURVIVAL TASK READING CARDS, Wheatley (Teacher's Exchange of San Francisco: 1976).

SOURCES

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TELEPHONE AND TELEGRAPH, Cook (New Readers Press: 1975).

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CONTEMPORARY REVIEW EXERCISES I, II, Rankin and Kane (Oxford: 1967).

FROM SUBSTITUTION TO SUBSTANCE, Paulston and Bruder (Newbury House: 1975).

INDEX TO MODERN ENGLISH, Crowell (McGraw Hill: 1964).

THE GOOFICON, Burt and Kiparsky (Newbury House: 1972).

MODERN ENGLISH: A PRACTICAL REFERENCE GUIDE, Frank (Prentice Hall: 1972).

READING

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MODERN CONSUMER EDUCATION READING KIT (Grolier Educational Corp.) - also has tapes and filmstrips

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LISTENING/SPEAKING

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EFFECTIVE TECHNIQUES FOR ENGLISH CONVERSATION GROUPS, Dobson (Newbury: 1974).

ENGLISH IN SITUATIONS, O'Neill (Oxford University Press: 1970).

PRONUNCIATION CONTRASTS IN ENGLISH, Nilsen and Nilsen (Regents: 1971).

THE P.D.'S - PRONUNCIATION DRILLS FOR LEARNERS OF ENGLISH, Trager and Henderson (ELS: 1956).

WRITING/SPELLING

THE READING ROAD TO SPELLING (Harper and Row: 1970). - designed for native speakers

SOUND AND SENSE IN SPELLING, BOOKS 1-7, Madden, Carlson, Yarborough (Noble and Noble: 1967). - designed for native speakers

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AMERICAN UNIVERSITY WORD LIST, Praninskas (Longman, 1972).

GENERAL SERVICE LIST OF ENGLISH WORDS (Longman, 1953).

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MODERN LANGUAGE CLASSROOM TECHNIQUES, Allen and Valette (Harcourt Brace Jovanovich: 1972).

PSYCHOLINGUISTICS AND READING, Smith (ed.) (Holt, Rinehart and Winston: 1972).

READINGS IN ENGLISH AS A SECOND LANGUAGE, Croft (ed.) (Winthrop: 1972).

THE SILENT WAY, Gattegno (Educational Solutions: 1963).

SPEAKING IN MANY TONGUES: ESSAYS IN FOREIGN LANGUAGE TEACHING, Rivers (Newbury: 1972).

TEACHING ENGLISH AS A SECOND LANGUAGE: A BOOK OF READINGS Allen and Campbell (ed.) (McGraw Hill: 1972).

TEACHING ENGLISH AS A SECOND LANGUAGE: TECHNIQUES AND PROCEDURES, Paulston and Bruder (Winthrop: 1976).

TEACHING FOREIGN LANGUAGE SKILLS, Rivers (University of Chicago Press: 1968).

TEACHING READING TO NON-ENGLISH SPEAKERS, Thonis (Collier Macmillan: 1970).

TECHNIQUES AND PROCEDURES IN SECOND LANGUAGE TEACHING, Dacanay (Oceana Publications, Inc.: 1963).

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READINGS IN INTERCULTURAL COMMUNICATION,
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THE SILENT LANGUAGE, Hall (Doubleday: 1959).

TEACHING CULTURE: STRATEGIES FOR FOREIGN LANGUAGE EDUCATORS, Seely (National Textbook Co.: 1975).

VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS, Simon, Howe, Kirschenbaum (Hart Publishing Co.: 1972).

CHINESE

THE ASIAN IN THE WEST (Reno: University of Nevada: 1970).

BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP,
VOL. 9 of ESL: A NEW APPROACH FOR THE 20th CENTURY
Iwataki, et al. (Modulearn, Inc.: 1975).

A HISTORY OF THE CHINESE IN CALIFORNIA: A SYLLABUS, Chinn, Lai, Choi (Chinese Historical Society of America: 1969).

LONG TIME CALIFORN', Nee and Nee (Pantheon: 1972).

SPANISH-SPEAKING

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HISTORY OF LATIN AMERICAN CIVILIZATION, SOURCES AND INTERPRETATION, VOL. 1, 2, Hanke (Little, Brown and Co.).

THE PERSONNEL AND GUIDANCE JOURNAL, VOL. 50:2, October 1971, American Personnel and Guidance Association, 1607 New Hampshire Ave.N.W., Washington D.C. 20009.

PROFILE OF MAN AND CULTURE IN MEXICO, Samual Ramos, Trans. by Peter G. Earle (University of Texas Press).

PEDRO MARTINEZ AND THE CHILDREN OF SANCHEZ, Oscar Lewis (Random House).

Any publication by Octavio Paz, Texas Pan American Series (University of Texas Press).

VIETNAMESE

VIETNAMESE REFUGEE EDUCATION SERIES (Center for Applied Linguistics: 1975).
  A Colloquium on the Vietnamese Language
  A Handbook for Teachers of Vietnamese Students
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